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ABSTRACT

The aids to be used in a course designed for the continuing education of professional librarians on human resources in the library have been compiled in two volumes. The second of these contains films, cassettes, games, and readings. The film section has a list of films in the order that they are to be used in the course, as well as a directory of distributors and an alphabetical listing of the films with complete technical and ordering information. The section on cassettes is arranged the same way as the film section. Games are also listed in chronological course order, followed by an annotated list of games, two sample games, and a bibliography on management games. In addition to a chronological list of readings, there is an annotated list and an alphabetical list of authors. (IS)

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Personnel in Libraries and Information Centers

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COURSE II

HUMAN RESOURCES IN THE LIBRARY SYSTEM

LEADER'S HANDBOOK

PART 2: AIDS

(VOLUME 2)

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and
Elizabeth W. Stone, Ph.D.

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September 1971

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LEADER'S HANDBOOK: AIDS

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NOTE: For reader convenience, the Aids have been bound in two volumes: the first including Forms, Work Assignments, Handouts, and Transparencies; the second, Films, Cassettes, Games, and Readings. The two volumes are paginated consecutively.

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AID SUMMARIES: FILMS

Introduction

Arrangement of Section

This section is divided into three principal parts:

1. A chart listing all films by the number assigned to them as: F-1 in the Leader's Handbook: Designs for Learning. The number assigned is based on the chronological order in which the films appear in the designs. The chart also includes the time in minutes, the place (unit) where the film is first mentioned in the text of Designs for Learning, the indication of the place (unit or units) to which the content of the film is particularly relevant, and the types of use suggested in the Designs for Learning for the film. In the last column the type of use suggested in the Designs for Learning is given by code designation as follows:

   S = Suggested for use in the design for session.
   O = Suggested for optional use in design for session.
   I = Suggested for independent viewing outside of class session by participants at a viewing/listening station.

2. An alphabetical guide to films, including the complete title, length, color code, names of titles in series, time in minutes, cost for purchase and rental, distributor code, and brief descriptions about the film.

   It should be noted that many films having relevance to the course are not specifically suggested in any of the structured designs for a class session, but are listed in this alphabetical listing. It is suggested that the leader would find it profitable to review this list and that he may find films that meet the needs of his group to better advantage than those suggested specifically in the structured designs. Films not mentioned in the design patterns can easily be distinguished from those suggested by the fact that the latter have an F symbol designation.

It should be emphasized that this list is merely a sample of the films available, rather than a comprehensive or total listing. Most of the producers included are adding new management films all of the time and the leader may receive announcements of these by writing to each distributor or producer and requesting to be placed on the company's mailing list to receive announcements of new productions.

3. Director of Distributors. This section has been divided into two parts:

Part I: Lists the distributors by letter code designation (corresponding to the codes used in the alphabetical list of films) with their mailing addresses

Part II: Lists the distributors alphabetically by name with code identification.

Often, the distributors for a film are not the producers. The distributors are indicated here to enable the leader to have the necessary information for ordering the films selected for use.

Use of Films

It is generally recognized that the successful use of a film depends upon the degree of involvement of the participants in relation to the film. Once this principle is accepted as a basic assumption, the leader inevitably needs to think in terms of group and individual methods for the use of the films.

As a training medium, the film has a unique capacity for involving a total group in the learning process. Obviously, everyone who sees a film is involved to some extent, but this general type of involvement does not of itself insure maximum learning. The missing part of the process is a sharing of reactions to the film. In the sharing process, one's perceptions, attitudes and values are subject to appraisal and critique by other group members. In general a sharing of reactions following a film provides additional insights of others that offers the opportunity for maximum learning from a film.

When films are suggested for use in the basic design for the course, suggestions for group involvement are provided in the text. For those films suggested for "optional" use, the leader may find the list of nine small

group training techniques for viewing films helpful as published in the BNA Films Projector for July/August 1971.[1]

One way to enhance the learning from a film is to divide the participants into viewing teams (3 to 6 participants). In advance of the film showing, each group is assigned a particular role, such as:

--The Questioners--"We saw or heard in the film this incident or statement which raises this question for us..."
--The Agreers--"We responded very positively to, or we could really identify with..."
--The Disagreers--"We were turned off by, or we could not go along with..."
--The Appliers--"We could see how this could be applied in our library..."
--The Comparers--"We see that some concepts are related to another film title(s) in the following ways..."
--The Observers--"We noted instances of non-verbal communication which gave important clues to the attitude or motivation of the people involved..."

Following the film showing each designated group would come to a consensus of the statement regarding the film role they wanted to share with the rest of the class.

Often, a film is suggested for use in a relation to a particular class session, but time is not allotted for viewing it during the meeting. It is suggested that participants be encouraged to view films at a viewing/listening station where they can see films on their own time outside of the class period. To be most useful, such independent viewing should be accompanied by a sheet or card focusing the viewer's attention on certain questions or problems brought out in the film. Form 8 in the Leader's Handbook: Aids is suggested as a possible model for such viewing. Adaptations of this form by the leader to include particular problems or things to observe relative to a specific film would further enhance its value.

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[1]Jules Ettington, "Using Small Group Training Techniques: Some 'How-To's' for Film Users," BNA Films Projector, 1-4, July/August, 1971.

AID SUMMARIES: FILMS

Table of Contents

Identification	Title	Time in Minutes	Suggested for use in Unit:	Content Relative to Units:	Type of Use Suggested[1]
F-1	ANATOMY OF A GROUP*	30	Pre-Session	1/2/3/4	O
F-2	LEARNING IN THE SMALL GROUP*	20	Pre-Session	1/2/3/4	I
F-3	DIAGNOSING GROUP OPERATIONS*	30	Pre-Session	1/2/3/4	I
F-4	SHARING THE LEADERSHIP*	30	Pre-Session	1/2/3/4	I
F-5	MAN THE MANAGER	12	1.2	1.2/3	I
F-6	MAN THE MANAGER: CASE HISTORIES	7	1.2	1.2/3	I
F-7	PERSONALITY	26	2.1	2.1/2.3	I
F-8	LEARNING*	26	2.1	2.1/2.3	I
F-9	PEOPLE ARE ALL ALIKE	10	2.22	Pre-Session 2.22	I

[1]Suggested Use Code: S = suggested for use in main design for session; O = suggested for optional use in design for session; I = suggested for independent viewing outside of class session.

*Films with this designation, * , after the title, deal with methods of learning and are appropriately used whenever the leader wishes to focus on the group's more efficient use of the method.

Identification	Title	Time in Minutes	Suggested for use in Unit:	Content Relative to Units:	Type of Use Suggested
F-10	INDIVIDUAL MOTIVATION AND BEHAVIOR	30	2.22	2.22	I
F-11	CHANGE--TRAINING TEACHERS FOR INNOVATION*	26	2.23	2.25 2/3/4	C
F-12	MEANINGS ARE IN PEOPLE	22	2.23	2.23	I
F-13	ANGER AT WORK	21	2.23	2.24	I
F-14	BRIGHT YOUNG NEWCOMER	8	2.23	2.25	I
F-15	THE TROUBLE WITH ARCHIE	10	2.23	2.25	I
F-16	DR. GORDON ALLPORT, Part 1	50	2.23	2.23/2.1	I
F-17	DR. GORDON ALLPORT, Part 2	50	2.23	2.23/2.1	I
F-18	DR. B. F. SKINNER, Part 1	50	2.23	2.23/2.1/2.3	I
F-19	DR. B. F. SKINNER, Part 2	50	2.23	2.23/2.1/2.3	I
F-20	DR. HENRY MURRAY, Part 1	50	2.23	2.23/2.1	I
F-21	DR. HENRY MURRAY, Part 2	50	2.23	2.23/2.1	I

Identification	Title	Time in Minutes	Suggested for use in Unit:	Content Relative to Units:	Type of Use Suggested
F-22	DR. RAYMOND CATTELL, Part 1	50	2.23	2.23/2.1	I
F-23	DR. RAYMOND CATTELL, Part 2	50	2.23	2.23/2.1	I
F-24	PROFESSOR ERIK ERIKSON, Part 1	50	2.23	2.23/2.1	I
F-25	PROFESSOR ERIK ERIKSON, Part 2	50	2.23	2.23/2.1	I
F-26	WHY MAN CREATES	29	2.23	2.23/2.22/ 4.21/4.23	S
F-27	SOCIAL PSYCHOLOGY	26	2.23	3.1	I
F-28	THE FUTURE OF TECHNOLOGY	30	2.23	3.1	I
F-29	WHAT CAN I CONTRIBUTE?	25	2.33	3.2	I
F-30	HOPE ELECTRONICS COMPANY*	10	3.1	3.1	I
F-31	COMMUNICATING MANAGEMENT'S POINT OF VIEW	22	3.2	3.2	I
F-32	COMMUNICATION FEEDBACK	21	3.2	3.2	I
F-33	MORE THAN WORDS	14	3.2	3.2	I

Identification	Title	Time in Minutes	Suggested for use in Unit:	Content Relative to Units:	Type of Use Suggested
F-34	ARE YOU LISTENING?	13	3.2	3.2	I
F-35	MANAGEMENT BY OBJECTIVES	25	3.3	3.3	I
F-36	DEFINING THE MANAGER'S JOB	25	3.3	3.3	I
F-37	MANAGING AND COMMUNICATING BY OBJECTIVES	27	3.3	3.3	I
F-38	THE HERITAGE OF THE UNCOMMON MAN	28	3.3	3.3	I
F-39	THE MAKING OF A DECISION	32	3.3	1.2/3.3	I
F-40	EFFECTIVE LEADERSHIP	32	3.3	3.3	I
F-41	HOW WE KNOW WHAT WE KNOW	30	4.1	4.1	S
F-42	EXPERIENCE AS GIVE AND TAKE	30	4.1	4.1	O
F-43	THE EYE OF THE BEHOLDER	25	4.1	4.1	O
F-44	STRATEGY FOR PRODUCTIVE BEHAVIOR	20	4.21	4.21	I
F-45	HUMAN NATURE AND ORGANIZATIONAL REALITIES	28	4.22	4.22	S

Identification	Title	Time in Minutes	Suggested for use in Unit:	Content Relative to Units:	Type of Use Suggested
F-46	THEORY X AND THEORY Y: THE WORK OF DOUGLAS MCGREGOR Part 1 and Part 2	25 ea.	4.25	4.25	S/I
F-47	HOW'S IT GOING?	11	4.25	4.25	I
F-48	YOU'RE COMING ALONG FINE	23	4.25	4.25	I
F-49	THE FULLY FUNCTIONING INDIVIDUAL	25	4.25	4.25	I
F-50	THE MANAGEMENT OF HUMAN ASSETS	28	4.26	4.26	S
F-51	THE INNOVATIVE ORGANIZATION	30	4.26	4.26	I
F-52	MANAGER WANTED	28	4.26	4.26	I
F-53	MOTIVATION THROUGH JOB ENRICHMENT	28	4.27	4.27	S
F-54	THE MODERN MEANING OF EFFICIENCY	25	4.27	4.27	I
F-55	KITA, or WHAT HAVE YOU DONE FOR ME LATELY?	25	4.27	4.27	I
F-56	JOB ENRICHMENT IN ACTION	25	4.27	4.27	I

Identification	Title	Time in Minutes	Suggested for use in Units:	Content Relative to Units:	Type of Use Suggested
F-57	BUILDING A CLIMATE FOR INDIVIDUAL GROWTH	25	4.27	4.27	I
F-58	THE ABC MAN: THE MANAGER IN MID-CAREER	25	4.27	4.27	I
F-59	THE SELF-MOTIVATED ACHIEVER	28	4.28	4.28	S
F-60	UNDERSTANDING MOTIVATION	28	4.29	4.29	S
F-61	A GOOD BEGINNING	10	4.29	4.29	I
F-62	JOB INTERVIEW: WHOM WOULD YOU HIRE ?				
	Film A: THREE YOUNG MEN	17	4.29	4.29	I
	Film B: THREE YOUNG WOMEN	16	4.29	4.29	I
F-63	SOMETHING TO WORK FOR	30	4.29	4.29	I
F-64	ORGANIZATIONAL DEVELOPMENT	30	4.3	4.3	I
F-65	THE MANAGERIAL GRID	35	4.3	4.3	O
F-66	ROADBLOCKS TO COMMUNICATION	30	4.3	4.3	I
F-67	THE BOB KNOWLTON STORY	28	4.3	4.3	I

The ABC Man: The Manager in Mid-Career — BNA
(Herzberg Motivation to Work series)

$395 . rent $50.00 . 25 minutes . color . sound . 16 mm . 1969

Dealing with the over-all theme of motivation, this film depicts the problems of mid-career obsolescence and suggests ways to overcome it. The manager in mid-career and middle management is suddenly in need of techniques he has not encountered in order to do his job successfully.

F-58 Suggested for independent viewing in Unit 4.27.

All I Need is a Conference — PERE

$157.50 . rent $17.50 . preview $7 . 28 minutes . black/white . sound . 16 mm . 1954

Phil Hyatt, the conference leader, has an assignment -- to solve a problem that is costing his company heavily in cancelled orders. His method -- a meeting of all the department heads concerned. The men that attend Phil Hyatt's meeting do not come to the conference alone. Each brings with him an unseen escort of personal and business problems. The film dramatically works out the idea that in order to deal successfully with whatever problems are on the table you must first know how to deal with the people around it and their "hidden agendas."

Supplied and integrated with the film is a 42-page training course manual on conference leadership. Additional manuals $2.00 each.

Anatomy of a Group — INDU

(Dynamics of Leadership series)

$125 . rent $5.40 . 30 minutes . black/white . sound . 16 mm . 1963

Defines a group and explores the structure of a group. Demonstrates the characteristic patterns and differences in individual participation, the operation and effect of group standards and procedures, and the goals to be achieved during meetings. Commentary by Malcolm Knowles.

F-1 — Suggested for use in Introductory, or pre-session; as content deals with method of learning, its use is appropriate at any time leader wishes to focus on methods of small group learning.

Anger at Work — UOKLA

21 minutes . black/white . sound . 16 mm . 1956

Discusses man's tendency to displace anger onto others; explains how anger impairs efficiency in everyday living. The film uses dramatized incidents to show techniques which individuals have developed for handling anger, resentment, and frustration.

F-13 — Suggested for independent viewing in Unit 2.23; content relevant to Unit 2.24 on Aggression.

Arbitration in Action — AARA

58 minutes . black/white . sound . 16 mm . 1960

A grievance is heard and settled according to the rules of the American Arbitration Association.

Are You Earning the Right to Manage Others? BNA

$325 . rent $45 . preview $15 . 28 minutes . color . sound . 16 mm . 1967

Bill Gove, noted speaker and manager, maintains that every manager has to earn the right to be a strict supervisor. This is done, as illustrated in the film, through building supportive relationships with employees.

Are You Listening? PERE

$126 . rent $14 . preview $10 . 13 minutes . black/white . sound . 16 mm . 1966

This film diagnoses the "disease of not listening," focusing on its causes in order to create the foundation for a more effective communication program. Are You Listening? explores five major areas of non-listening. In so doing, it provides a firm basis for discussing non-listening effects; encourages people to judge the importance of effective listening; enables people to understand, and accept, basic ideas for effective listening; provokes them into evaluating their present habits.

An 11-page discussion guide is supplied with the film. Additional copies 15¢ each.

F-34 Suggested for independent viewing in Unit 3.2.

As the Twig is Bent: The Anatomy of Change NF

10 minutes . color . sound . 16 mm . 1969

Attempts to give management a better understanding of how change occurs in corporations and in individuals, pointing out that change is often met with resistance. Explains that management can help overcome this resistance by describing the benefits and aspects of change.

Aspects of Behavior — CRM

(Psychology Today series)

$550 . rent $50.00 . 26 minutes . color . sound . 16 mm . 1971

Using a group of noted psychologists, this film provides an introduction to the social, physiological, abnormal, and cultural aspects of behavior. Dr. O. Ivar Lovaas defines psychology; Drs. John Darley and Bibb Latane demonstrate an aspect of social behavior; Dr. J. Anthony Deutsch presents the case for pure scientific research; Drs. Silvano Arieti, Arnold Friedhoff, and Julian Silverman discuss abnormal behavior; and Dr. Abraham Maslow presents cultural aspects of behavior.

Avoiding Communication Breakdown — BNA

(Berlo Effective Communication series)

$275 . rent $45 . preview $15 . 24 minutes . color . sound . 16 mm . 1965

Dr. Berlo calls attention to warning signals of defective communication, and shows how these signals could have been used by communication-conscious managers to present breakdown. This is done by means of a dramatization of how the Allied Machinery account was lost which lays the groundwork for an analysis of why the account was lost.

Basic Motion and Time Study — WHITE

(18 motion pictures and 4 loop films)

black/white (one film in color) . sound . 16 mm . 1958

Motion and time study in industry. Includes review questions, work book for students, and instructor's manuals.

Batten Tough-Minded Management series — BNA

including:

Management by Example	
The Man in the Mirror	
The Fully Functioning Individual	F-49

The Fully Functioning Organization
The Fully Functioning Society

Total series price: $1,550 . each film $350 . 2 prints, $340 each; 3 prints, $330 each; 4 prints, $320 each; 5 or more prints, $310 each . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm .

In this series, Joe Batten, the man who put the word "guts" into management development language, dramatizes and defines his principle of "tough-mindedness."

A Leader's Guide accompanies the series. Workbooks for group participants using the series are available for purchase.

Berfunkle — PORTA

10 minutes . color . sound . 16 mm . 1964

Problems of communication, and improvement of instructions by word-of-mouth.

Berlo Effective Communication series — BNA

including:

Avoiding Communication Breakdown		
Meanings are in People	F-12	
Communication Feedback	F-32	
Changing Attitudes Through Communication		
Communicating Management's Point of View	F-31	

Total series price $1,150 . each film $275 . 2 prints, $260 each, 3 prints, $250 each; 4 prints $240 each, 5 or more prints $230 each . rent $45 each . preview $15; 2 titles $25; 3 titles $35; 4 titles $45; 5 titles $50 . 24 minutes . color . sound . 16 mm . 1965

Five interrelated films, featuring Dr. David K. Berlo, noted communication authority, on how to overcome the obstacles to communication at every organizational level.

A Leader's Guide for the series is supplied.

Viewer's Booklets for each film in the series are available.

Blue Monday — NF

13 minutes . color . sound . 16 mm . 1966

The film discusses supervisory management. Guide for the leader is available.

The Bob Knowlton Story — RTBL

$350 color . $200 black/white . rent $45 color only . preview $15 color only . 28 minutes . color . black/white . sound . 16 mm . 1969

A case study by Dr. Alex Bavelas, which shows what happens when a production-centered boss puts a brilliant individualist under a highly effective, team-oriented supervisor.

F-67 Suggested for independent viewing in Unit 4.3.

Breaking the Delegation Barrier — RTBL

$300 color . $200 black/white . rent $45 color . rent $30 black/white . preview $15 color . preview $7.50 black/white . 30 minutes . sound . 16 mm . 1961

How efficiency is related to the delegation of authority. The film goes beyond theory and techniques of delegating and to the root of the majority of problems supervisors usually have when it comes to actually giving up authority to their subordinates. Includes a guide for the discussion leader —

Bright Young Newcomer — MGHT
(Office Supervisors' Problems series)

8 minutes . color . sound . 16 mm . 1958

When a supervisor resents the suggestions of a new employee and fails to act upon them, his senior clerk reprimands the supervisor. The film asks what could have been done to avoid friction among the staff.

F-14 Suggested for independent viewing in Unit 2.23 in preparation for content presented in Unit 2.25 on punishment.

Building a Climate for Individual Growth — BNA
(Herzberg Motivation to Work series)

Total price for series $1,725 . $395 per film . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

Psychological analysis paralleling growth in the biological sense with growth in the development or psychological sense. When one stops growing in either sense he dies in that sense. Management techniques are designed to keep the individual employee "alive" and growing.

F-57 Suggested for independent viewing in Unit 4.27.

The Bulb Changer — TWA

10 minutes . black/white . sound . 16 mm . 1963

Supervisor-employee relationships from the standpoint of honesty and ethics.

A Case of Insubordination — RTBL

$285 color . $170 black/white . rent (color only)$45 . preview (color only) $15 . 20 minutes . sound . 16 mm . 1971

An incident as perceived by an employee, a supervisor, a witness and an arbitrator. Dr. L. Dale Coffman, former Dean of the UCLA Law School, provides analysis of 4 views presented.

The Case of the Missing Magnets — BNA

$125 . rent $25 . preview $5 . 11 minutes . color . sound . 16 mm . 1961

Human relations and the production of a highly motivated, producing team. Challenges every supervisor viewing it to ask himself: "What kind of a worker would I be, working under me?"

Cash on the Barrel Head — BNA

$275 . rent $45 . preview $15 . 20 minutes . color . sound . 16 mm . 1962

In a series of episodes, an employee (portrayed by Bill Bendix) finds when he gives up company provided benefits for cash instead, he has given up his vacations, holidays, health and accident insurance, pension and many other fringe benefits which he cannot duplicate.

The Challenge of Leadership — BNA
(Modern Management series)

$125 . rent $25 . preview $5 . 11 minutes . color . sound . 16 mm . 1961

In a critical situation, a group of individuals is organized into an effective working team by the man who has the ability to lead them. Helps supervisors identify the qualities that make a leader and the skills required to apply leadership by voluntary consent of the group.

The Challenge of Management — INDU
(American Business System series)

$125 . rent $5.40 . 30 minutes . black/white . sound . 16 mm . 1963

Examines a proprietorship, a partnership, and a corporation as forms of business and examines management responsibilities in each.

Change -- Training Teachers for Innovation — /I/D/E/A/

$225 . rent $12 . 26 minutes . color . sound . 16 mm . 1970

Designed as an in-service training aid, this film dramatically portrays the brainstorming group as a way of learning in a small group and as a technique that has been successfully used by industry in training personnel to think positively about new and different methods. Specifically the film shows teachers and administrators as they work toward solution of problems.

F-11 Relevant to sessions using brainstorming technique, such as Unit 2.25 on punishment. Suggested for use in Unit 2.23.

Changing Attitudes Through Communication — BNA
(Berlo Effective Communication series)

$275 . rent $45 . preview $15 . 23 minutes . color . sound . 16 mm . 1965

Understanding the resistance and tension caused by the introduction of change will help management to create a better climate for new policies when change becomes necessary.

The Clerk — MGHT
(Nature of Work series)

27 minutes . black/white . sound . 16 mm . 1958

The film is a study of a young clerk resigned to repetitive desk work. Shows how he handles a conflict between his self-expectations and the limitations imposed on him by his firm.

Colt - A Case History — BNA
(Humble Management by Objectives series)

$350 . rent $50 . preview $15 . color . sound . 16 mm . 1970

Management by Objectives in a real company, showing how original skepticism turns into enthusiastic acceptance.

Communicating Management's Point of View — BNA
(Berlo Effective Communication series)

$275 . rent $45 . preview $15 . 22 minutes . color . sound . 16 mm . 1965

Dr. David K. Berlow discusses the role of the manager in changing the attitudes and behavior of his staff. He explains that the manager must see the world from the other man's point of view, develop skill in communication, and have a basic faith in people. Some managers don't like to think of themselves as persuaders, but persuasion is a vital part of the manager's job -- affecting and changing people's beliefs and attitudes and behavior.

F-31 Suggested for independent viewing in Unit 3.2.

The Communication Casebook — PERE

$76.50 . rent $8.50 . preview $7 . 8½ minutes . black/white . sound . 16 mm . 1956

The film deals with one of the most pressing of management needs -- effective on-the-job communication. Each of the four sequences comprising the film considers a different problem.

Case 1 -- The Tuned-Out Mind points out that a profitable exchange can only occur when each party is interested, receptive, respectful.

Case 2 -- The Wrong Wave-Length shows the necessity for taking into account individual preferences among people.

Case 3 -- The Chain Reaction brings out the consequences stemming from the way communications are transmitted down the line.

Case 4 -- The Silent Yell examines communication without words and highlights the effects of unspoken attitudes.

A 30 page trainer's guide is provided with the film. Additional copies $1.00 each.

Communication Feedback — BNA
(Berlo Effective Communication series)

$275 . rent $45 . preview $15 . 21 minutes . color . sound . 16 mm . 1965

Dr. David K. Berlo explains that in order to obtain the four principal objectives of management communication -- attention, understanding, acceptance, and action -- a manager must always watch for feedback and correct his communication accordingly. Effective communication is impossible if feedback is ignored, distorted, avoided, or simply not perceived. The film includes a dramatization which shows non-use of feedback.

F-32 Suggested for independent viewing in Unit 3.2.

Confrontation, Search and Coping — BNA
(Lippitt Organizational Revewal series)

Total series $1,725 . $395 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

The problem of conflict in organizations, and the goal of "openness" between people and groups. How confrontations can be resolved with the result that all involved will be better able to cope with similar situations in another instance.

Coping with Change — BNA
(Lippitt Organizational Renewal series)

Total series $1,725 . $395 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

Ways to overcome resistance to change and strategies to cope with this resistance.

Coping with Technological Change — BNA
(Drucker Managing Discontinuity series)

$265 . rent $50 . preview $15 . 30 minutes . color . sound . 16 mm . 1971

Technology today looks to so much of the entire range of knowledge that management must be continually re-educating itself to keep up.

Count to Ten — RTBL

$375 . rent $45 . preview $15 . 26 minutes . color . sound . 16 mm . 1970

Designed to teach people in public contact positions that they can maintain the good will of a customer even when they must stick to company policy.

Defining the Manager's Job — BNA
(Humble Management by Objectives series)

$350 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1970

How to work out objectives for the individual employee in collaboration with his supervisors -- his goals and their expectations of him.

F-36 Suggested for independent viewing in Unit 3.3.

Diagnosing Group Operation — INDU
(Dynamics of Leadership series)

$125 . rent $5.40 . 30 minutes . black/white . sound . 16 mm . 1963

Discussion techniques and other methods of breaking down barriers to permit the effective functioning of groups. Commentary by Malcolm Knowles of Boston University.

F-3 Suggested for use in Introductory, or pre-session; as content deals with method of learning, its use is appropriate at any time the leader wishes to focus on methods of small group learning.

Discharge for Absenteeism — AARA

28 minutes . black/white . sound . 16 mm . 1962

Part of a course in labor problems conducted by Professor Samuel Stein, with discussion guide.

Do You Know How to Make a Statement of Fact? — INDU
(Talking Sense series)

$100 . rent $5.40 . 30 minutes . black/white . sound . 16 mm . 1955

Dr. Irving J. Lee discusses the difference between statements of fact and statements of inference.

Dr. Gordon Allport, Part 1 — CCM
(Psychology of Personality series)

$275 . rent $17.50 . 50 minutes . black/white . sound . 16 mm

Dr. Gordon Allport discusses his relationship to Freud and reacts to Freudian theory. He reviews his own contributions to the understanding of personality, including trait theory and the functional autonomy of motives.

F-16 — Content relevant to Unit 2, especially 2.1 and 2.23. Suggested for use in 2.23 for independent viewing by research task force group.

Dr. Gordon Allport, Part 2 — CCM
(Psychology of Personality series)

$275 . rent $17.50 . 50 minutes . black/white . sound . 16 mm

Presents Dr. Gordon Allport's views on the development of the self, personality development, socialization, existentialism, and the evaluation of personality in testing.

F-17 Content relevant to Unit 2, especially 2.1 and 2.23. Suggested for use in 2.23 for independent viewing by research task force group.

Dr. Raymond Cattell, Part 1 CCM
(Psychology of Personality series)

$275 . rent . $17.50 . 50 minutes . black/white . sound . 16 mm

Dr. Raymond Cattell gives his views on Freud's biological orientation and discusses intelligence and personality measurement, the question of heredity versus environment, motivation attitudes, dynamic calculus and the specification equation.

F-22 Content relevant to Unit 2, especially 2.1 and 2.23. Suggested for use in Unit 2.23 for independent viewing by research task force group.

Dr. Raymond Cattell, Part 2 CCM
(Psychology of Personality series)

$275 . rent $17.50 . 50 minutes . black/white . sound . 16 mm

Dr. Raymond Cattell discusses factor analysis, "QT" techniques, psychological testing and psychotherapy.

F-23 Content relevant to Unit 2, especially 2.1 and 2.23 Suggested for use in 2.23 for independent viewing by research task force group.

Dr. Henry Murray, Part 1 CCM
(Psychology of Personality series)

$275 . rent $17.50 . 50 minutes . black/white . sound . 16 mm

Dr. Henry Murray discusses his impressions of Freud and Jung and examines theoretical concepts, the thematic apperception test and the Rorschach test.

F-20 Content relevant to Unit 2, especially 2.1 and 2.23. Suggested for use in 2.23 for independent viewing by research task force group.

Dr. Henry Murray, Part 2 CCM
(Psychology of Personality series)

$275 . rent $17.50 . 50 minutes . black/white . sound . 16 mm

Dr. Henry Murray presents an analysis of Melville and "Moby Dick" and discusses personaology, the training of psychology students, and molar versus molecular study of personality.

F-21 Content relevant to Unit 2, especially 2.1 and 2.23. Suggested for use in 2.23 for independent viewing by research task force group.

Dr. B. F. Skinner, Part 1 CCM
(Psychology of Personality series)

$275 . rent $17.50 . 50 minutes . black/white . sound . 16 mm

Presents Dr. B. F. Skinner's evaluation of Freudian theory, including his views on motivation, operant conditioning, schedules of reinforcement, punishment and teaching machines.

F-18 Content relevant to Unit 2, especially 2.1, 2.23 and 2.3. Suggested for use in 2.23 for independent viewing by research task force group.

Dr. B. F. Skinner, Part 2 CCM
(Psychology of Personality series)

$275 . rent $17.50 . 50 minutes . black/white . sound . 16 mm

Dr. B. F. Skinner describes the problems of creating a society based on positive rather than negative control. He evaluates the American

educational system and discusses applications of operant conditioning to society at large.

F-19 Content relevant to Unit 2, especially 2.1, 2.23, and 2.3. Suggested for use in 2.23 for independent viewing by research task force group.

Drucker Effective Executive series BNA

including:

- Managing Time
- What Can I Contribute? F-29
- Focus on Tomorrow
- Effective Decisions
- Staffing for Strength

Total series $1,550 . $350 . 2 prints, $340 each; 3 prints, $330 each; 4 prints, $320 each; 5 or more prints, $310 each . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1968 . available in EVR format

Decision-making executives, says Peter Drucker, must be not only competent but effective. In his film series he plays the role of management consultant to the mythical Hudson-Lansing Corporation to show that effectiveness can be learned -- but only if an executive works at becoming effective.

Drucker Managing Discontinuity series BNA

including:

- The Manager as Entrepreneur
- Tomorrow's Customers
- The Future of Technology
- Coping with Technological Change
- Who's Gonna Collect the Garbage?
- Social Needs as Business Opportunities
- Pollution Control - The Hard Decisions
- The Multinational Corporation
- The Innovative Organization

Total series $2,025 . $265 . 2 prints, $255 each; 3 prints, $245 each; 4 prints, $235 each; 5 or more prints, $225 each . rent $50 . preview

$15 . 30 minutes . color . sound . 16 mm . 1971

Peter Drucker calls the "Age of Discontinuity" an "early warning system" which calls attention to the problems facing management in the next few years.

A Leader's Guide will accompany each film in the series.

Dynamics of Leadership series — INDU

including:

Anatomy of a Group	F-1		
Diagnosing Group Operation	F-3		
Individual Motivation and Behavior	F-10		
Roadblocks to Communication	F-66		
Sharing the Leadership	F-4		

Each film $125 . rent $5.40 . 30 minutes . black/white . sound . 16 mm . 1963

Designed as a community training program for more effective group action, each of the five programs features group drama presented by a set of experienced adults, interspersed with the commentary of Dr. Malcolm Knowles of Boston University. Searching questions are asked of the participants, revealing the often-hidden reasons for their actions and leading the way to constructive reappraisal of their values and goals. Within this framework the emphasis, rather than on leadership imposed from outside the group, is upon leadership as it emerges from within.

Effective Decisions — BNA

(Drucker Effective Executive series)

$350 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1968 . available in EVR format

How effective executives utilize constructive dissent to make sure that each decision is the best choice of alternatives. If the executive is to consider all applicable facts, he first starts with disagreeing opinions about alternatives. In this way all pertinent facts can be uncovered and brought to bear on the decision.

Effective Leadership — UCEMC
(Management Development series)

32 minutes . black/white . sound . 16 mm . 1967

Dr. Robert Tannenbaum defines and describes the characteristics of effective leadership--"social sensitivity and action flexibility"--in this filmed lecture. He concludes that considerable personal learning and development, with constant attempts to perceive and understand the people around us, are the principal way to effective leadership.

F-40 Suggested for independent viewing in Unit 3.3.

1104 Sutton Road — CHAM

28 minutes . color . sound . 16 mm . 1958
(Now out of print, but available in many library film collections)

A study of the relationship of productivity to the personal problems of a typical plant worker. Points out that the worker must produce more of the things that others want, materially or otherwise, in order to achieve his own material and spiritual satisfaction.

Emergent Management — UCEMC

29 minutes . black/white . sound . 16 mm . 1968

A filmed lecture, in which psychologist Jack R. Gibb describes his theory of "emergent management," and discusses the effect of "defensive management" on business growth.

Emotional Styles in Human Behavior — UCEMC
(Management Development series)

24 minutes . black/white . sound . 16 mm . 1961

Dr. Richard Wallen lectures on a variety of personal problems and proposes a way to understand people by determining their style of emotional behavior. He diagrams guidelines for evaluation and predicts how three personality types may be expected to act under normal and stress conditions.

Examining the Will to Work — PERE

$72 . rent $8 . preview $7 . 14 minutes . color . sound . slidefilm (35 mm film strip of 73 frames and a 12" 33-1/3 rpm record) .

Why should two able, intelligent men, receiving equal pay, show completely different attitudes on their jobs? Why should one be alert, productive, a self-starter -- while the other is apathetic, disinterested, doing just enough to scrape by? This slidefilm helps supervisors gain new understanding of the factors that stimulate better job performance. It is designed to give them increased practical human-relations knowledge, and help them develop the attitudes they need to use this knowledge with greater effectiveness.

A 30 page discussion guide is supplied with the slidefilm. Additional copies $2.00 each.

Experience as Give and Take — INDU
(Language in Action series)

$125 . rent $5.40 . 29 minutes . black/white . sound . 16 mm

By using 'trapezoid window' illusion created by Adelbert Ames, Dr. Hayakawa illustrates that experience involves a transaction between the perceiver and the thing or event perceived. This leads to the conclusion that two people can give totally different reports regarding the same experience, but it is at this point of disagreement that the real task of communication begins.

F-42 Suggested as an optional film for use in Unit 4.1.

Exit Interview — PANAM
(Pan American Supervisory Case series)

4 minutes . black/white . sound . 16 mm . 1964

Discusses the importance of the interview with employees who are terminating their relationship with the organization.

The Extra Payday — UAL

18 minutes . color . sound . 16 mm . 1965

This film describes the awards system for suggestions made by employees.

The Eye of the Beholder — REYP

25 minutes . black/white . sound . 16 mm . 1955

Illustrating the theory that no two people perceive the same situation the same way, the film brings out six pitfalls which should be avoided when individuals observe others: snap judgments, projection, prejudice, predisposition, preoccupation, and lack of appreciation for other people's ideas.

F-43 Suggested for optional use with Unit 4.1.

Fault Analysis — RTBL

$260 . rent $45 . preview $15 . 14 minutes . color . sound . 16 mm . 1970

Proposes six steps to efficient trouble shooting: collect and analyze evidence, locate the fault, determine and remove the cause, rectify the fault, check the system.

Focus on Tomorrow — BNA
(Drucker Effective Executive series)

$350 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1968 . available in EVR format

Effective executives question each activity of the organization to determine which of yesterday's successes have lingered on beyond their productive life. "If we did not already do this, would we go into it now?" "Focus on tomorrow's opportunities," says Peter Drucker, "not on yesterday's problems."

Follow the Leader — PERE

$171 . rent $19 . preview $10 . 11 minutes . color . sound . 16 mm . 1966

An animated puppet character shows how to be a good supervisor and a bad one. The good supervisor has a comprehensive knowledge of his product, always keeps objectives in mind, and makes the best use of energy and facilities at his disposal.

As a training tool, the film aids in developing leadership skills that are immediately useful. The problems, pitfalls, and barriers facing the would-be leader, or newly-appointed supervisor, are analyzed in the light of his basic responsibility -- getting things done with people.

An 11 page discussion guide is supplied with the film. Additional copies 15¢ each.

The Follow-Through — MGHT
(Officer Supervisors' Problems series)

8 minutes . color . black/white . sound . 16 mm . 1958

Dramatizes the problem that arises when a supervisor fails to adequately explain the operation of a new office machine and returns to find trouble on his hands and an important deadline missed.

Freedom and Trust — PF
(Maslow and Self-Actualization series)
$500 (series of 2) . rent $30 (series of 2) . 30 minutes . color . sound . 16 mm . 1967-68

The film is divided into two segments. The first, on Freedom, deals with detachment, creativeness and spontaneity. The second, on Trust, illustrates the characteristics of acceptance, autonomy, and a sense of one's life mission. In each, Dr. A. Maslow, founder of the concept of self-actualization, discusses dimensions of self-actualization and elaborates on recent research and theory. Photographs of Sandy, a self-actualizing person, illustrate each of the above characteristics. The film is photographed in the beautiful mountain country of Big Sur, California.

The Fully Functioning Individual — BNA
(Batten Tough-Minded Management series)

$395 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

A fully functioning individual needs growth and challenges, and should receive an opportunity for growth and a realistic appraisal of his capabilities from the management of his organization.

F-49 Suggested for independent viewing in Unit 4 25.

The Fully Functioning Organization — BNA
(Batten Tough-Minded Management series)

$395 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

Batten describes his "servo-climate for results," which permeates the whole organization.

The Fully Functioning Society — BNA
(Batten Tough-Minded Management series)

$395 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

Joe Batten blends social, political, and spiritual freedom, as well as economic freedom, into a dynamic whole.

The Future of Technology — BNA
(Drucker Managing Discontinuity series)

$265 . rent $50 . preview $15 . 30 minutes . color . sound . 16 mm . 1971

Technology is exploding and changing, and society wants technology managed.

F-28 Suggested for independent viewing, 2.23; also for 3.1.

B

Gellerman Effective Organization Film Series — BNA

- Assessing Management Potential (D. Bray)
- Management by Participation (A. Marrow)
- Pay for Performance (Emanual Kay)
- Making Human Resources Productive (M. Scott Myers)
- Team Building (Sheldon Davis)
- Confronting Conflict (Sheldon Davis)

$350 each . rent $50 . preview $15 . color . sound . 16 mm. 1971

Gellerman Motivation and Productivity series — BNA

including:

Strategy for Productive Behavior	F-44	
Motivation Through Job Enrichment	F-53	
The Self-Motivated Achiever	F-59	
Understanding Motivation	F-60	
Theory X and Theory Y (McGregor) Parts 1 and 2	F-46	
Human Nature and Organizational Realities		
The Management of Human Assets		
Motivation in Perspective		
Gellerman Tape Cassettes		

Total series $2,400 . $350 ; 2 prints, $320 each; 3 prints, $310 each; 4 prints, $300 each; 5 or more prints, $290 each . rent $50 . preview $15 , 2 titles, $25; 3 titles, $35; 4 titles, $45; 5 or more titles, $10 each . color . sound . 16 mm . available in EVR format . 1967

Tape cassettes (set of six) $125 per set; individual cassettes, $25 each.

Getting Ahead -- The Road to Self-Development — RTBL

$350 (color) . $200 black/white . rent $45 . 28 minutes . sound . 16 mm . 1971

Documentary showing what people from all levels of organizations have achieved through self-development. Designed to encourage self-evaluation, goal-setting, continuing education, on-the-job training, and community activity.

The Gilded Lily — DART
(Herzberg This Matter of Motivation series)

$795 (for series of 7) . rent $350 (for series of 7) . preview $70 (for series of 7) . 5 minutes each . color . sound . 16 mm

A secretary whose boss is upgraded becomes a problem.

A Good Beginning — BNA
(Modern Management series)

$125 . rent $25 . preview $5 . 10 minutes . color . sound . 16 mm . 1963

Compares right and wrong ways to induct and train new employees.

F-61 Suggested for independent viewing with Unit 4.29.

The Grapevine — MGHT
(Office Supervisors' Problems series)

8 minutes . color . black/white . sound . 16 mm . 1958

Dramatizes the situation which results when a secretary overhears part of a conversation and concludes that two office workers will be replaced by computing machines. As the rumor spreads, inefficiency and confusion result.

Growth Stages of Organizations — BNA
(Lippitt Organizational Renewal series)

Total for series $1,725 . $395 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

Describes the six states of organizational growth, and how to achieve understanding of the conflict which may arise as departments vary in their stages of growth.

The Heritage of the Uncommon Man — BNA
(Joe Powell Film series)

$275 . rent $45 . preview $15 . 28 minutes . color . sound . 16 mm . 1967

To stimulate people to take a better look at their opportunities, Joe Powell dramatizes with cartoon characters the creative impact of uncommon men -- from Colonial pioneers to today's pioneers of progress.

F-38 Suggested for independent viewing in Unit 3.3.

Herzberg Motivation to Work series — BNA
including:

- The Modern Meaning of Efficiency F-54
- KITA, or, What Have You Done for me Lately? F-55
- Job Enrichment in Action F-56
- Building a Climate for Individual Growth F-57
- The ABC Man: The Manager in Mid-Career F-58

Total series $1,725 . $395 . 2 prints, $385 each; 3 prints, $375 each; 4 prints, $365 each; 5 or more prints, $345 each . rent $50 each . preview $15 . 25 minutes . color . sound . 16 mm . 1969 . available in EVR format

With Herzberg's famous "motivation-hygiene" theory as its base, this series probes the problem of increasing efficiency in the organization.

A Leader's Guide accompanies this series.

Honest and Awareness
(Maslow and Self-Actualization series) — PF

$500 (series of 2) . $300 each purchased separately . rent $30 (series of 2) . 30 minutes . color . sound . 16 mm . 1967-68

Dr. A. Maslow, founder of the concept of self-actualization, discusses honesty to be your feelings and to trust them in interpersonal relations. The second segment deals with awareness of the inner rightness of nature, of the peak experiences of life.

Hope Electronics Company — HARV

10 minutes . black/white . sound . 16 mm . 1962

In-basket training and an explanation of the activities of the personnel director.

F-30 Suggested for independent viewing in Unit 3.1.

How Good is a Good Guy? — RTBL

$270 color . rent $45 color . preview $15 color . $170 black/white . rent $30 black/white . preview $7.50 black/white . 21 minutes . sound . 16 mm . 1960

How supervisors' fear of alienating themselves from their subordinates may prevent them from being decisive and acting independently, and may lead to lower production, increased costs, deterioration of morale and wasted technical ability. The problems are illustrated in three typical supervisory situations: an appraisal interview, correction of work habits, and the presentation of a methods improvement. Demonstrates how the need to be liked can be made to work for -- rather than against -- the supervisor.

How Much Cooperation? — MGHT
(Office Supervisors' Problems series)

8 minutes . color . black/white . sound . 16 mm . 1958

A supervisor asks special cooperation and overtime work of his staff. What seems to be a lack of cooperation on his part backfires several days later.

How Organizational Renewal Works — BNA
(Lippitt Organizational Renewal series)

Total for series $1,725 . $395 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

Practical questions and mechanics of organizational renewal are discussed and demonstrated in this film.

How to Conduct a Discussion — EBEC

24 minutes . black/white . sound . 16 mm . 1953

Dramatizes eleven basic principles which a discussion leader can use in order to insure effective and satisfactory group participation. Deals with a wide range of groups and topics.

How to Conduct a Work Sampling Study — IEF

18 minutes . black/white . sound . 16 mm . 1962

Explains and demonstrates work measurement and procedures, and shows how these procedures are adapted and applied. Guide for instructor included.

How to Say What You Mean — INDU
(Language in Action series)

$125 . rent $5.40 . preview, postal charges . 30 minutes . black/white . sound . 16 mm

Dr. S. I. Hayakawa explains that it is never enough simply to say what you mean, but that you must also mean something to the listener.

How We Know What We Know — INDU
(Language in Action series)

$125 . rent $5.40 . preview, postal charges . 30 minutes . black/white . sound . 16 mm . 1956

Dr. S. I. Hayakawa develops the idea that what we know of the objective world is a product of our nervous systems and, hence, an abstraction from sensory data. The film traces the successful communication levels of abstraction from the object or event to high level verbal abstractions.

Uses illustrations from modern philosophic work and a facing form.

F-41 Suggested for use in the plan of Unit 4.1.

How's It Going? PERE

$117 . rent $13 . preview $7 . 11 minutes . black/white . sound . 16 mm . 1961

Consists of four filmed cases dealing with the more difficult and sensitive solutions involved in evaluation of job performances.

Case 1 -- More Than Paperwork examines ways to create a favorable "climate" for the interview.

Case 2 -- Give and Take focuses on the kind of two-way communication essential in reaching mutual agreement.

Case 3 -- Means to an End defines the need to evolve a plan of action; it shows how hidden reservations on both sides can block this.

Case 4 -- The Way Ahead stresses the importance of conducting the interview so that both parties will gain.

A 32-page discussion guide on interviewing procedures is supplied with the film. Additional copies $2.00 each.

F-47 Suggested for independent viewing in Unit 4.25.

Human Aggression: Key to Survival INDU
(Spectrum Film series)

30 minutes . black/white . sound . 16 mm . 1967

Dr. Konrad Lorenz discusses his discovery of the "imprinting" phenomenon and his concept of "intraspecific aggression" which he relates to the problem of the control of the aggressive instincts in man.

Human Nature and Organizational Realities — BNA
(Gellerman Motivation and Productivity series)

$350 . rent $50 . preview $15 . 28 minutes . color . sound . 16 mm . 1967

Chris Argyris speaks on improving interpersonal relations at all levels, and on motivating employees.

F-45 Suggested for part of planned session in Unit 4.22.

Humble Management by Objectives series — BNA
including:

Management by Objectives	F-35
Defining the Manager's Job	F-36
Performance and Potential Review	
Colt -- A Case History	
Overhead Transparencies	

Total series $1,280 . $350; 2 prints, $340 each; 3 prints, $330 each; 4 or more prints $320 each . rent $50 . preview $15 . color . sound . 16 mm . 1971

Overhead transparencies (set of 48), $75 per set.

This series of four films together with overhead transparencies form a comprehensive and detailed "know-how" to help management development executives get Management by Objectives started in their organization.

I'd Rather Not Say! — RTBL

$260 . rent $45 . preview $15 . color . sound . 16 mm . 1971

Problems of communication and ways of getting employees to trust.

I Just Work Here — RTBL

$235 color . rent $45 color . preview $15 color . $150 black/white . rent $30 black/white . preview $7.50 black/white . 17 minutes . sound . 16 mm . 1963

The film is designed to show how to create a more favorable organizational image and improve employee attitudes toward their job and organization.

A companion guide book, entitled Public Contact: Chore or Challenge? points to many skills that must be developed in dealing with the public -- interpersonal skills that public contact people need in linking clientele to service. In addition to presenting 10 principles of effective public contact, it offers 12 self-appraisal questions and 15 in-depth studies of a attitudes toward work, the public and the organization. The book and film strive to make the point that public contact is an exciting and rewarding challenge that can provide genuine job satisfaction.

In the Middle — MGHT
(Office Supervisors' Problems series)

8 minutes . color . black/white . sound . 16 mm . 1958

A supervisor is caught in the middle, between an upset staff and a critical boss, when he arranges a transfer for one of his experienced workers.

Individual Motivation and Behavior — INDU
(Dynamics of Leadership series)

$125 . rent $5.40 . preview, cost of return postage . 30 minutes . black/white . sound . 16 mm . 1963

Explores with individuals of a demonstration group their motivation and their behavior as members of a social group. Commentary by Malcolm Knowles.

F-10 Relevent to Unit 2.22 on Drives--Needs.

Individuality and Teamwork — BNA
(Lippitt Organization Renewal series)

Total series $1,725 . $395 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

Description of the "matrix" organization, utilizing each individual and his resources fully. Many 'how-to's' for effective interaction in organizations.

Information Explosion — OSUMPD
(Communication Theory and the New Educational Media series)

Available on rental from ALA . 34 minutes . black/white . sound . 16 mm . 1967

Examines the impact upon libraries, library services and scholarship of new approaches to information and the new mechanical devices for handling them. Ways in which academic libraries may have to adjust to accommodate new materials and new approaches are explored from the standpoint of librarian, information scientist, and scholarly user of the library's services.

Information Processing — CRM
(Psychology Today series)

$500 . rent $50 . 26 minutes . color . sound . 16 mm . 1971

Through the medium of a cocktail party, the film presents a visual exercise in how people process information, how they take it in, store it, and then retrieve it. Dr. Donald Norman, sitting above the party in an anchorman's booth, explains the action and the psychological principles involved.

Inner Man Steps Out — PERE

$110 . rent $11 . preview $7 . 35 minutes . black/white . sound . 16 mm . 1961

Designed to stimulate thinking and discussion about human relations, this film tells the story of Jerry Allen, a supervisor who has trouble getting along with others and himself. Despite his earnest intent, his attempts at getting along fail. He is seen in actual problem situations with his family, the men and women he supervises, his boss. Animation is used to show how at least two "inner men" exist inside of everyone -- representing each person's need for security and importance. With the help of a third "inner man", Jerry Allen realizes his own lack of understanding of the feelings and inner needs of others.

An 11-page discussion guide is supplied with the film. Additional copies 15¢ each.

The Innovative Organization — BNA

(Drucker Managing Discontinuity series)

$265 . rent $50 . preview $15 . 30 minutes . color . sound . 16 mm . 1971

A situation in which new ideas can be brought forward must be created by top management, because the organization which does not innovate will die.

F-51 Suggested for independent viewing in Unit 4.26.

Instructions or Obstructions — BNA

(Modern Management series)

$125 . rent $25 . preview $5 . 12 minutes . color . sound . 16 mm . 1961

Dr. Paul Pigors of M.I.T. gives some hints on oral communication with subordinates. He shows the difference between the wrong and the right approach in each step of the order-giving process: planning the order, briefing the order receiver, verifying his understanding, and following up results.

The Interview — BF

5 minutes . color . 16 mm . 1963

Animated cartoon study in communication as an attempted interview of a hip musician by an unskilled interviewer results in little information. The announcer is thoroughly confused by the jazz musician's terminology and the latter is discouraged by the announcer's ignorance.

Is it Always Right to be Right? — RTBL

$130 . rent $25 . preview $10 . 8 minutes . color . sound . 16 mm . 1970

Reminder that openness and receptivity are necessary before growth and learning can take place. A parable told by Orson Welles that highlights the divisiveness in society: generation gap, war, poverty, race. Interlaces animated and live-action sequences. Designed to provoke discussion.

Job Enrichment in Action — BNA
(Herzberg Motivation to Work series)

$395 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

Job enrichment demonstrated with an actual case study where results have been measured when the job was changed to allow more responsibility, achievement and individual growth. Explains job enrichment as an on-going program, not an occasional input.

F-56 Suggested for independent viewing in Unit 4.27.

Job Interview: Whom Would You Hire?
Film A: Three Young Women
Film B: Three Young Men — CF

Film A: 17 minutes . Film B: 16 minutes. color . black/white . sound . 16 mm . 1967

Practice in evaluating the job applicant as he/she is interviewed for the job is the purpose of this film, as the viewer is given the opportunity to consider six candidates.

F-62 Suggested for independent viewing in Unit 4.29.

Joe Powell films — BNA
including
The Real Security
You, Yourself, Incorporated
The Heritage of the Uncommon Man F-38
Unaccustomed as They Are:
An Executive Briefing on
Effective Speaking

$275 each; 2 prints $265 each, 3 prints, $255 each . rent $45 . preview, $15; 2 prints, $25; 3 prints, $35 . color . sound . 16 mm . available in EVR format . 24 minutes each . 1965

Humor-filled films by Joe Powell, nationally known management consultant and public speaker, with a special gift for painlessly motivating an audience into some serious thinking about self-development. All films are illustrated with cartoons.

A viewer's booklet is available.

Just What is General Semantics? — INDU
(Talking Sense series)

$100. rent $5.40 . preview, postal charges . 30 minutes . black/white . sound . 16 mm . 1955

Dr. Irving J. Lee, late Professor of Public Speaking, Northwestern

University, explores the kinds of things which happen between people and produce trouble because of the way they talk with one another.

KITA, or What Have You Done for Me Lately? — BNA
(Herzberg Motivation to Work series)

$395 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

Explains the motivation-hygiene theory, going into "hygiene" at considerable length, what it is and how to manage it in the work environment, what it does and does not do. Several "blackouts" to illustrate employee reaction to management effort to use this factor as a motivator, humorous but effective.

F-55 — Suggested for independent viewing in Unit 4.27.

Labor Relations - Do Not Fold, Staple, Spindle or Mutilate — MGHT

50 minutes . black/white . sound . 16 mm . 1968

Contrasts union-management relations as they existed in the early part of the twentieth century with relationships as they exist today.

Language in Action series — INDU
including:

Talking Ourselves into Trouble	
Maps and Territories	
What is Language?	
Hiding Behind the Dictionary	
Where is the Meaning?	
Experience as Give and Take	F-42
The Task of the Listener	
How We Know What we Know	F-41
Language of Advertising	
The Semantics of the Popular Song	
Words that Don't Inform	
What Holds People Together?	

How to Say What you Mean

$125 each . rent $5.40 . preview, cost of postage . 30 minutes . black/white . sound . 16 mm

These 13 films present a penetrating study of language by the world famous semanticist, Dr. S. I. Hayakawa, Professor of Language Arts, San Francisco State College, author of Language in Action, Language in Thought and Action, Language Meaning and Maturity, Our Language and the World.

The series explores the world of meaning as seen in everyday life, and stresses the importance of "two-way" communication.

How We Know What We Know and Experience as Give and Take are suggested for use in connection with Unit 4.1 on Perception.

Learning — CRM
(Psychology Today series)

$550 . rent $50 . 26 minutes . color . sound . 16 mm . 1971

A comprehensive film in scope of coverage which includes: B. F. Skinner and Richard W. Malott relative to experiments in operant conditioning; Nathan H. Azrin demonstrating aversive conditioning; Jack P. Hailman and G. P. Baerends' experiment with herring gulls demonstrating supernormal stimuli; David C. McClelland's work on motivation training; and Lewis P. Lipsitt's work on infant learning.

F-8

Suggested for use with Unit 2.1, but also relevant to Unit 2.3 Also suitable for use at close of pre-session as a means of describing some characteristics of the learning process.

Learning in the Small Group — /I/D/E/A/

$98 . rent $11 . 20 minutes . color . sound . 16 mm . 1971

"The film describes various means of small group instruction being used in elementary school, junior high school, and high school. These are

discussed and illustrated. Each of these requires different materials, teaching styles, and seating arrangements. These aspects of the technique are covered by both the narration and the film." From /I/D/E/A/ Reporter (Winter Quarter 1971), 12.

F-2 Suggested for use in Introductory, or pre-session; as content deals with methods of learning, its use is appropriate at any time leader wishes to focus on methods of small group learning.

Learning Through Inquiry /I/D/E/A/

$200 . rent $11 . color . sound . 16 mm . 1970

Although the film depicts secondary school scenes, it is a valuable training film to illustrate how the teacher's film has changed from subject orientation to ways and means of stimulating the interest of the students. The advantages and techniques of the inquiry approach are featured.

As this film deals with a method used throughout the course, discussion based on questions bringing out problems, it would be appropriate to suggest for independent or group viewing as an expansion of the pre-session.

Let's Arbitrate: Seniority vs. Ability AARA

35 minutes . black/white . sound . 16 mm . 1961

Indicates procedures followed by unions, management and arbitrator in a case involving absenteeism, seniority, and promotion. Guide for discussion leader included.

Lippitt Organization Renewal series BNA
including:

- Growth Stages of Organization
- Confrontation, Search, and Coping
- Individuality and Teamwork
- Coping with Change
- How Organization Renewal Works

Total series $1,550 . $350; 2 prints, $340 each; 3 prints, $330 each; 4 prints, $320 each; 5 or more prints, $310 each . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

This series defines and illustrates Dr. Gordon L. Lippitt's research on organization development -- the dynamics of maintaining continuous, planned growth toward specific objectives within an organization.

A Leader's Guide accompanies this series. Workbooks for group participants using the series are available for purchase.

Listen, Please — BNA

(Modern Management series)

$125 . rent $25 . preview $ 5 . 10 minutes . color . sound . 16 mm . 1959

In a series of typical incidents, the supervisor portrayed in this film learns how important it is for him to pay attention to those who speak to him and to make careful listening second nature.

Make a Mighty Reach — /I/D/E/A/

$275 . rent $15 . color . sound . 16 mm . 1969

This film dramatically depicts changes that are taking place in education today, with special emphasis on taking cognizance of individual differences and abilities of students.

The film has value for its implications regarding methods of teaching as well as value in indicating some features in the climate of the work place that might be changed to parallel changes that are occurring in the classroom. Popular since the day of its release, it is estimated that over a million persons have viewed this film.

The Making of a Decision — RTBL

$350 color . rent $45 color . preview $15 color . $250 black/white . rent $30 black/white . preview $7.50 black/white . 32 minutes . sound . 16mm

The film shows how to improve decisions by not jumping to conclusions, by overcoming the fear of making mistakes and by avoiding the tendency to introduce internal, unrealistic values into one's decisions.

F-39 Suggested for independent viewing in Unit 3.3.

The Man in the Mirror — BNA
(Batten Tough-Minded Management series)

$395 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

Discusses both the manager's performance on the job and his performance off. Part of a Joe Batten series.

Man the Manager — PERE
(As a package with Man the Manager Case Histories; or for separate use.)

$175 . (as a package with Man the Manager Case Histories $225) . rent $19.50 (with Case Histories $25) . preview $10 (with Case Histories $15) . 12 minutes . color . sound . 16 mm .

"Faced with burgeoning responsibilities, can today's manager better use his growing list of resources to get things done? How? Man the Manager, a prize-winning animated film, offers insight into these questions as it traces vital aspects of the management process. It stimulates constructive thinking towards solutions of specific problems in a lively and entertaining manner." (Quoted from Perennial Education film guide on "Business Management.")

A 15-page film supplement booklet is supplied along with a 6-page film use guide.

F-5 Suggested for use in Unit 1.2; also relevant to Unit 3.

Man the Manager Case Histories — PERE
(Can be used independently or as a follow-up to Man the Manager)

$72 . rent $8 . preview $5 (for packaged prices with Man the Manager, see listings relative to that film) . 7 minutes . black/white . sound . 16 mm

Basic managerial principles, applying to people and problems, are illustrated in three 2-to-3 minute case histories that dramatize the consequences of ignoring these concepts. Case 1 -- Making Problems emphasizes the need for clear objectives; Case 2 -- Anticipating Problems focuses on the importance of using the knowledge and experience of others; Case 3 -- Solving Problems emphasizes the importance of being aware of causes of conflict.

A 6-page discussion guide is supplied with the film.

F-6 Suggested for use in Unit 1.2; also relevant to Unit 3.

The Man Who Knows It All — INDU
(Talking Sense series)

$100 . rent $5.40 . preview, postal charges . 30 minutes . black/white . sound . 16 mm . 1955

Dr. Irving J. Lee, late Professor of Public Speaking, Northwestern University, considers the consequences of the "disease of allness," an attitude present in the person who implies or believes that what he knows or says about a thing is all that can be said.

Management by Example — BNA
(Batten Tough-Minded Management series)

$395 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

A tough-minded manager is primarily a builder -- of himself, his company, and his employees.

Management by Objectives — BNA

(Humble Management by Objectives series)

- Management by Objectives
- Defining the Manager's Job
- Performance and Potential Review
- Colt--A Case History
- Management Training

$350 each . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm. 1971

A set of 48 transparencies to be used with the five films in the series is available at $75 for the set.

F-35 Suggested for independent viewing in Unit 3.3

Management Development series — UCEMC

including:

Effective Leadership			(32 minutes)
The Managerial Grid	F-65		(35 minutes)
Organizational Development	F-64		(30 minutes)

black/white . sound . 16 mm . 1963

This is a developing series, currently including 12 titles, the latest of which are Grid Organizational Development, by Robert R. Blake and Jane S. Mouton, and Constructive Use of the Emotions, by management consultant Sherman Kingsbury. Of interest also are Management of Creativity and Management: The New Challenges, which stresses the growing need for increasing management sensitivity to social issues.

The Management of Human Assets — BNA

(Gellerman Motivation and Productivity series)

$350 . rent $50 . preview $15 . 28 minutes . color . sound . 16 mm . 1967

Dr. Rensis Likert discusses the training and direction a company must take to obtain high-producing management.

F-50 Suggested for use in the plan of Unit 4.26.

The Manager as Entrepreneur — BNA
(Drucker Managing Discontinuity series)

$265 . rent $50 . preview $15 . 30 minutes . color . sound . 16 mm . 1971

"To be an entrepreneur means you have to work twice as hard." What the "new manager" must be -- accepting change and making it work for his organization -- is demonstrated in this film.

Manager Wanted — RTBL

$300 color . rent $45 color . preview $15 color . $200 black/white . rent $30 black/white . preview $7.50 black/white . 28 minutes . sound . 16 mm . 1964

Tells how the decision-making abilities of employees can and must be developed by the management. A guide for the discussion leader is included.

F-52 Suggested for independent viewing in Unit 4.26.

The Managerial Grid — UCEMC
(Management Development series)

35 minutes . black/white . sound . 16 mm . 1963

Explains a useful system for evaluating management methods. Shows the system applied to various situations in order to determine the attitudes, values, degree of commitment, creativity and conflict that can be expected under different management methods.

F-65 Suggested for optional use with Unit 4.3.

The Managerial Revolution — PERE

$125 . rent $12.50 . preview $10 . 26 minutes . black/white . sound . 16 mm . 1966

This film, intended primarily for managers and executives, deals with industrial changes over the last 50 years, and the three revolutions (the scientific revolution, Henry Ford's industrial revolution, and the managerial revolution) which this period has encompassed. In the new managerial revolution, product and profit are still the ends, but product can be the shape and form of a free democratic society and profit can include the bettering of our world.

Managing and Communicating by Objectives — RSC
(Modern Management Methods series)

27 minutes . black/white . sound . 16 mm . 1966

This film shows how the use of the concept of "management by objectives" holds the potential for improving organizational and individual effectiveness.

F-37 Suggested for independent viewing in Unit 3.3.

Managing Time — BNA
(Drucker Effective Executive series)

$350 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1968 . available in EVR format

Peter Drucker demonstrates why every executive needs to know where his time goes and how to plan more effective use of it. "Any executive," he says, "has to spend a great deal of his time on things that do not contribute at all. Much time is inevitably wasted."

The Marvelous Mousetrap — BNA

$275 . rent $45 . preview $15 . 24 minutes . color . sound . 16 mm . 1963 . available in EVR format

Wally Cox stars in a film which demonstrates that there are vital

relationships between the quality of each individual's work, the size of his company's profits, and the job security of all employees.

Maslow and Self-Actualization series PF
including:
Honest and Awareness (both on one film)
Freedom and Trust (both on one film)

$500 (for series of 2) . $300 each purchased separately . rent $30 (for series of 2) . 30 minutes . color . sound . 16 mm

Dr. A. Maslow, founder of the concept of self-actualization, discusses the dimension of self-actualization and elaborates on recent research and theory related to each dimension.

Meanings are in People BNA
(Berlo Effective Communication series)

$275 . rent $15 . 22 minutes . color . sound . 16 mm . 1965

Dr. David K. Berlo shows how misunderstandings occur by presenting re-enactments of what was said and what was thought by several managers and subordinates at cross-purposes in typical at-work situations.

Dramatization presents frustration in the work situation caused by misunderstandings of the two groups involved, and the lack of communication in the process.

F-12 Relevant to Unit 2.23 on Frustration.

A Measure of Understanding — RTBL

$375 color . rent $45 color only . preview $15 color only . $250 black/white . 29 minutes . sound . 16 mm . 1971

This film discusses the two levels of interpersonal communication, the informational and the behavioral.

Meeting in Progress — RTBL

$450 color . rent $45 color . preview $15 color . $275 black/white . rent $30 black/white . preview $7.50 black/white . 43 minutes . sound . 16 mm

The film asks viewers to decide 12 critical points in a typical problem-solving conference.

Psychologist Dr. Oliver D. Fowler and management consultant Malcolm Macurda have produced a 30-page programmed instruction manual to enrich the showing of this film. It is designed so that viewers can record and re-evaluate their choice of the best alternative course of action at each critical point in the film. Included in the workbook are explanations of task and group relations, functions, and exercises, designed to reinforce comprehension of principles as they appear in the film

The Missing Interest — MGHT
(Office Supervisors' Problems series)

9 minutes . color . sound . 16 mm . 1964

How employee interest can be developed in low-level, narrow-scope jobs is indicated in this case study dramatization.

Modern Management series (Rev. ed.) — BNA
including:
Listen, Please

The Challenge of Leadership		
The Case of the Missing Magnets		
Instructions or Obstructions		
The Trouble with Archie	F-15	
A Good Beginning	F-61	
The Winning Combination		

Total series $665 . $125; 2 prints, $120 each; 3 prints, $115 each; 4 prints, $110 each; 5 prints, $105 each; 6 prints, $100 each; 7 or more prints, $95 each . rent $25 . preview $5 . 10 minutes . color . sound . 16 mm . 1963 . available in EVR format

A series of seven films on key areas of supervisory responsibility, which establishes an ideal climate for post-viewing discussions by supervisors as it applies to their relationships with their subordinates.

A Leader's Guide is supplied for each film, and a viewer's booklet is available for each film.

Modern Management Methods series RSC

including:

The Challenge of the Organization		
Changing Management Patterns		
Introductory Statistics for Management		
Long-Range Planning and Financing		
Management and the Computer		
Management and the Future		
Manager's Role in Public Affairs		
Managerial Decision Making		
Managing and Communicating by Objectives	F-37	
New Developments in Human Relations		
New Dimensions in Organizational Communications		
Payoff Table and Decision Trees		
PERT and Critical Path Methods		
Reducing Costs by Value Analysis		

29 minutes each . black/white . sound . 16 mm . 1966

This series describes the type of manager who is likely to be in demand in the years ahead and shows new developments in human relations

organizations, economic forecasting, and long range planning for organization success. The series shows new techniques which are designed to improve managerial effectiveness and decision making techniques.

The Modern Meaning of Efficiency — BNA
(Herzberg Motivation to Work series)

Total series $1,725 . $395 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

It is no longer considered efficient to break down a job into the simplest possible units, and Herzberg explains why. This amputates, rather than utilizes, talent. Inefficiency may cause a "poor attitude" rather than result from it.

F-54 Suggested for independent viewing with Unit 4.27.

More Than Words — PERE

$175.50 . rent $19.50 . preview $10 . 14 minutes . color . sound . 16 mm . 1959

Through a deft combination of animated and live sequences, this film provokes constructive thinking about the principles and techniques of communication. It outlines basic methods of good communication that are applicable to activities where dealing with people plays a key role in management, supervision, sales, public and community relations.

F-33 Suggested for independent viewing in Unit 3.2.

Motivation in Perspective — BNA
(Gellerman Motivation and Productivity series)

$350 . rent $50 . preview $15 . 20 minutes . color . sound . 16 mm . 1969

A concluding film to this series which melds the behavioral science concepts discussed into a unified guide for the use of management.

Motivation Through Job Enrichment — BNA
(Gellerman Motivation and Productivity series)

$350 . rent $50 . preview $15 . 28 minutes . color . sound . 16 mm . 1967

Herzberg explains his "Motivation-Hygiene" theory, demonstrating that the opportunity to satisfy the human need for accomplishment is the real motivation, and describing the various ways routine jobs can be enriched to provide motivation.

F-53 Suggested for the plan of Unit 4.27.

The Multinational Corporation — BNA
(Drucker Managing Discontinuity series)

$265 . rent $50 . preview $15 . 30 minutes . color . sound . 16 mm . 1971

The importance of a world-wide economy with strong local roots in which you think as a citizen of a big world and as a local patriot is the theme of this film.

Nature of Work series — MGHT
including:

- The Clerk
- Department Manager
- The General Foreman
- The Man on the Assembly Line
- The Skilled Worker
- The Vice President

27 minutes . black/white . sound . 16 mm . 1958

The New Truck Dilemma — BNA

$275 . rent $45 . preview $15 . 25 minutes . color . sound . 16 mm . 1965

Role-playing is used in a case study to present the importance of fairness in decision-making.

The Nice Guy — DART
(Herzberg This Matter of Motivation series)

$795 (for series of 7) . rent $350 (for series of 7) . preview $70 (for series of 7) . 4 minutes each . color . sound . 16 mm .

A nice guy is also a gold brick, and his example disrupts the department.

Office Supervisors' Problems series — MGHT
including:

- The Bright Young Newcomer [F-14]
- The Follow Through
- The Grapevine
- How Much Cooperation
- In the Middle
- The Missing Interest
- Promotion By-Pass
- A Self-Made Man

8 minutes each . color . black/white . sound . 16 mm . 1958

Organizational Development — UCEMC
(Management Development series)

30 minutes . 16 mm . 1969

A filmed lecture by Sheldon Davis, of the Systems Group at TRW, Inc., discussing ways to increase the productivity of groups within the organization while making work more meaningful to the people involved. Three OD strategies are described in detail: team building, inter-group building, and organization mirror.

[F-64] Suggested for independent viewing with Unit 4.3.

Overcoming Resistance to Change — RTBL

$300 color . rent $45 color . preview $15 color . $200 black/white . rent $30 black/white . preview $7.50 black/white . 30 minutes . sound . 16 mm . 1962

Dramatizes resistance to change in the persons of three men who fear change for reasons of separation (from friends), status, and security. Shows how to minimize the perception of change as a threat, demonstrates the importance of communication, and the effectiveness of participation. Explores release of tension through ventilation of feelings, ideas and opinions. Demonstrates how the supervisor can provide continued support and leadership by taking a positive approach.

The Pacesetter — DART
(Herzberg This Matter of Motivation series)

$795 (for series of 7) . rent $350 (for series of 7) . preview $70 (for series of 7) . 6 minutes each . color . sound . 16 mm .

An individual of high potential is content to coast.

Pattern for Instruction — RTBL

$270 color . rent $45 color . preview $15 color . $170 black/white . rent $30 black/white . preview $7.50 black/white . 21 minutes . sound . 16 mm . 1960

Job instruction training presented by means of football practice, using the four steps -- prepare, present, try out performance, follow up -- as clearly related to the learning process. May be used at the beginning of a program as a motivator, or in the middle as emphasis. When the film is used at the close of a program, it serves as a means of tying together the concepts of job instruction through audio-visual demonstration and summarizes or reviews the entire lesson.

A 23-page guidebook, Job Instruction: The Communication of Ability, is designed to accompany the film. Six posters are available for $15.00.

People Are All Alike — NSC

(NSC Human Factors in Safety series)

10 minutes . color . sound . 16 mm . 1965

This film uses case histories of five completely different workers to demonstrate to supervisors that people all have the same basic motivations and needs, which must be recognized in a well-run organization.

F-9 Relevant to Unit 2.22 on Drives--Needs.

People Don't Resist Change — BNA

$275 . rent $45 . preview $15 . 22 minutes . color . sound . 16 mm . 1967

The problem presented is how to get cooperation from those who will be affected by changes in work procedures. Mr. Allan H. Morgensen advocates involving employees in improving their own jobs.

Perception — MGHT

(Psychology series)

17 minutes . black/white . sound . 16 mm . 1957

Illustrates the basic principles of perception by showing the activities of a group of students spending an evening in a college commons. Points out perceptual constancy, attention, expectancy or set and and perception as an organizing process.

Perception and Communication — OSUMPD

(Communication Theory and the New Educational Media series)

32 minutes . black/white . sound . 16 mm . 1967

The film gives examples of how human perceptions affect the communication process and the individual's concept of reality. It introduces two major theories of perception: the cognitive and the transactional.

Performance and Potential Review — BNA
(Humble Management by Objectives series)

$350 . rent $50 . preview $15 . color . sound . 16 mm . 1970

The targets set in the second film of this series are used to appraise results, and as an evaluation in determing the employee's potential for other positions or responsibilities.

Person to Person Communication — RTBL

$215 color . rent $45 color . preview $15 color . $125 black/white . rent $30 black/white . preview $7.50 black/white . 14 minutes . sound . 16 mm . 1956

Dramatizes an incident in which a preoccupied boss fires an employee as a result of a request for time off. A replay shows both what was said and what was being thought by each of the participants in the episode. Three concepts are stressed:

Assumptions -- what is being taken for granted
Viewpoints -- how each person's own perception of a situation affects its meaning
Feelings -- emotions that affect thinking and get in the way of understanding.

This film will enable members of its audience to improve their ability to listen with understanding and to communicate with others.

Personality — CRM
(Psychology Today series)

$550 . rent $50 . 26 minutes . color . sound . 16 mm . 1971

The film deals with an in-depth study of one young man, a senior in college. It covers his life style as well as his responses to personality tests: Holtzman Ink Blot, Draw a Person Test, Forer Sentence Completion, TAT, MMPI, Wechsler Adult Intelligence Scale and others. The role of the psychologist in personality evaluation is presented by Dr. Douglas N. Jackson, University of Western Ontario; test results are interpreted by Dr. Ira A. Nathanson, Center for Human Problems.

F-7 Suggested for use with Unit 2.1; also relevant to 2.3.

Pictures in the Head — BARBRE

17 minutes . color . sound . 16 mm . 1963

A film that stresses the importance of communications.

The Problem — CCM

13 minutes . color . sound . 16 mm . 1965

Through animated puppets and sound effects the film shows how individuals can be oppressed by systems within the social structure, with simple decisions passed from worker to supervisor, then up through the entire hierarchy.

Problem Solving in Groups — UCEMC
(Management Development series)

30 minutes . black/white . sound . 16 mm . 1962

Dr. Richard Wallen presents an illustrated lecture on management committees and how they function, with particular emphasis on solving problems.

Problems in Supervision Film series — USNAC
including:

Employing Blind Workers in Industry	(17 minutes)
Employing Disabled Workers in Industry	(20 minutes)
Establishing Working Relations	(14 minutes)
Instructing the Blind Worker on the Job	(17 minutes)
Instructing the Disabled Worker on the Job	(14 minutes)
Instructing the Worker on the Job	(14 minutes)
Introducing the New Worker to his Job	(16 minutes)
Maintaining Quality Standards	(10 minutes)
A New Supervisor Takes a Look at his Job	(13 minutes)
Placing the Right Man on the Job	(13 minutes)
Planning and Laying Out Work	(10 minutes)

Safety in the Shop	(12 minutes)
Supervising Women Workers	(11 minutes)
Supervising Workers on the Job	(10 minutes)
The Supervisor as a Leader, Part 1	(14 minutes)
The Supervisor as a Leader, Part 2	(13 minutes)
Working with Other Supervisors	(8 minutes)

black/white . sound . 16 mm . 1944

Produced by the U. S. Office of Education.

Production 5118 — MTPS

30 minutes . black/white . sound . 16 mm . 1957

Dramatized incidents are used to stimulate discussion of problems of human communication -- understanding oneself, being understood, and understanding others.

Professor Erik Erikson, Part 1 — CCM
(Psychology of Personality series)

$275 . rent $17.50 . 50 minutes . black/white . sound . 16 mm

Professor Erik Erikson describes his background in psychoanalysis and presents his theory of the eight stages of psycho-social development.

F-24 Content relevant to Unit 2, especially 2.1 and 2.23. Suggested for use in 2.23 for independent viewing by research task force group.

Professor Erik Erikson, Part 2 — CCM
(Psychology of Personality series)

$275 . rent $17.50 . 50 minutes . black/white . sound . 16 mm

Professor Erik Erikson discusses the libido theory, ego identity and identity crisis, positive and negative identity, existentialism and cross-cultural research.

F-25

Content relevant to Unit 2, especially 2.1 and 2.23. Suggested for use in 2.23 for independent viewing by research task force group.

Promotion By-Pass — MGHT
(Office Supervisors' Problems series)

8 minutes . color . black/white . sound . 16 mm . 1958

When a younger employee is promoted over him, the older employee decides to quit despite his talk with the supervisor. Points up the supervisor's problem in breaking disappointing news to an employee.

Psychological Film series
including:
- The Actualization Group
  (series of 7 films)
  which includes:
  - Risking Being Ourselves
  - Freedom and Actualization
  - Aggression and Actualization
  - Manipulation and Actualization
  - The Divorce from Parents
  - Self-Disclosure of the Therapist
  - From Deadness to Aliveness

$200 each . rent, 1 film $25; 3 films $45; 7 films $70 . 45 minutes . black/white . sound . 16 mm . 1970

- Frederick Perls and Gestalt Therapy
  (2 film series)
  which include:
  - The Theory of Gestalt Therapy
    (39 minutes)
  - Demonstration of Gestalt Therapy
    (36 minutes)

$400 for series . rent $25 for series . black/white . sound . 16 mm . 1970

A Session with College Students

$200 . rent $15 . 60 minutes . black/white . sound . 16 mm . 1966

Dr. Frederick Perls, founder of Gestalt Therapy, demonstrates his method for discovering and expressing the meaning of dreams for college students.

Target Five:
Development of the Actualizing Relationship
(2 film series)
which includes:
Target Five: Reel No. 1 (26 minutes)
Target Five: Reel No. 2 (22 minutes)

$450 for series . rent $25 . color . sound . 16 mm . 1969

Virginia Satir, eminent family therapist, and Dr. Everett L. Shostrom, Director of the Institute of Therapeutic Psychology, demonstrate the four manipulative response forms in Reel No. 1, using a simulated family. In Reel No. 2, the essential qualities of an actualizing relationship -- hearing and listening, understanding, and mutual meaning -- are discussed in detail and then demonstrated on film.

Three Approaches to Psychotherapy
including:
Dr. Carl Rogers (40 minutes)
Dr. Frederick Perls (32 minutes)
Dr. Albert Ellis (37 minutes)

$350 each for color . $200 each for black/white . rent $50 for whole series in color . rent $30 for whole series in black/white . color . black/white . sound . 16 mm . 1965

The Humanistic Revolution:
Pioneers in Perspective

$250 . rent $20 . 35 minutes black/white . sound . 16 mm . 1971

Interviews with A. Maslow, Gardner Murphy, Carl Rogers, Rollo May, Paul Tillich, Frederick Perls, Viktor Frankl, and Alan Watts.

Maslow and Self-Actualization
(2 film series)
which includes:
Honesty and Awareness (both on one film)
Freedom and Trust (both on one film)

$500(for series of 2) . $300 each purchased separately . rent $30 (for series) . 30 minutes . color . sound . 16 mm . 1967-68

Rollo May and Human Encounter
(2 film series)
which includes:
Self-Self Encounter and Self-Other Encounter
Manipulation and Human Encounter--
Exploitation of Sex

$500 for series . rent $30 for series . 30 minutes . color . sound . 16 mm . 1970

Search and Research: Psychology in Perspective

$150 . rent $10 - one day; $15 - two, three days; $20 - four, five days . 30 minutes . black/white . sound . 16 mm . 1964

An overview of the field of psychology through discussions with three prominent psychologists, Dr. Carl Rogers, Dr. Harry Harlow, and Dr. Rollo May.

Dr. Carl Rogers, Resident Fellow at the Western Behavioral Sciences Institute in La Jolla, California, demonstrates client-centered therapy in an interview with a patient, Gloria, and sums up the effectiveness of the interview.

Dr. Frederick Perls, Consultant to the Esalen Institute of Big Sur, California, demonstrates with Gloria how an interview would be carried out under the Gestalt Therapy technique.

Dr. Albert Ellis, Executive Director of the Institute of Rational Living, Inc., gives a demonstration of rational-emotive psychotherapy with Gloria.

Finally, the patient herself evaluates the interviews.

Psychology film series — MGHT

including:

The Brain and Behavior	(22 minutes)
Common Fallacies about Group Differences	(15 minutes)
Conflict	(18 minutes)
Controlling Behavior Through Reinforcement	(16 minutes)
Development of Individual Differences	(13 minutes)
Learning Discriminations and Skills	(10 minutes)
Perception	(17 minutes)
Reinforcement in Learning and Extinction	(8 minutes)

black/white . sound . 16 mm . 1957

Psychology of Personality Film series — CCM

including:

Carl Jung	(35 minutes)
Dr. B. F. Skinner, Part 1	
Dr. B. F. Skinner, Part 2 (Walden II)	
Dr. Erich Fromm, Part 1	
Dr. Erich Fromm, Part 2	
Dr. Gardner Murphy, Part 1	
Dr. Gardner Murphy, Part 2	
Dr. Gordon Allport, Part 1	
Dr. Gordon Allport, Part 2	

Dr. Henry Murray, Part 1
Dr. Henry Murray, Part 2 (27 minutes)
Dr. Raymond Cattell, Part 1
Dr. Raymond Cattell, Part 2
Filmed Psychological Dialogue with Playwright Arthur Miller, Part 1
Filmed Psychological Dialogue with Playwright Arthur Miller, Part 2
Professor Erik Erikson, Part 1
Professor Erik Erikson, Part 2

$275 . rent $17.50 . 50 minutes each (except for two films noted above) . black/white . sound . 16 mm

Psychology Today Film series CRM
including:

1.	Aspects of Behavior		
2.	The Sensory World		
3.	Information Processing		
4.	Learning	F-8	
5.	Development		
6.	Social Psychology	F-27	
7.	Personality	F-7	
8.	Abnormal Behavior		

Each film: $550 . rent $50 . (20% discount on rental of full series) . 26 minutes . color . sound . 16 mm . 1971

Designed to enable the viewer to participate in "living, real psychology," a wide scope is covered in the eight 26 minute films, as follows:

1 -- gives an introduction to the whole field of psychology;
2 -- describes the sensory world from which information about the environment is collected;
3 -- depicts the sorting of information, remembering, problem solving;
4 -- describes learning concepts that are fundamental to the understanding of all behavior;
5 -- traces human development from conception to death;
6 -- includes discussion of man's group activities;
7 -- defines the individuality;
8 -- gives an analysis of and describes treatment of abnormal behavior.

A detailed study guide, including many single pictures from the films, is available.

The Puzzle — DART

(Herzberg This Matter of Motivation series)

$795 (for series of 7) . rent $350 (for series of 7) . preview $70 (for series of 7) . 6 minutes each . color . sound . 16 mm .

A young man transfers and immediately begins to slip in his work.

The Real Security — BNA

(Joe Powell Film series)

$275 . rent $45 . preview $15 . 24 minutes . color . sound . 16 mm . 1963

The causes and cures of organizational lethargy and psychological retirement in individuals. Illustrated with animated cartoons, and a chart on the "Collapse of Time." Real security is the ability to adapt to a changing world - to grow with a growing organization.

The Roadblock — DART

(Herzberg This Matter of Motivation series)

$795 (for series of 7) . rent $350 (for series of 7) . preview $70 (for series of 7) . 6 minutes each . color . sound . 16 mm .

An older employee becomes a stodgy roadblock.

Roadblocks to Communication — INDU

(Dynamics of Leadership series)

$125 . rent $5.40 . preview, cost of return postage . 30 minutes . black/white . sound . 16 mm . 1963

Dr. Malcolm Knowles, Professor of Education and General Consultant in Adult Education, Boston University, distinguishes between genuine disagreements and those due to misunderstanding, the concept of feedback

and the use of the watchdog, reaction, and audience panels.

F-66 Suggested for independent viewing outside of class session in Unit 4.3.

A Self-Made Man — MGHT
(Office Supervisors' Problems series)

8 minutes . color . black/white . sound . 16 mm . 1964

A dramatized case history which points out the factors leading to successful self-development.

The Self-Motivated Achiever — BNA
(Gellerman Motivation and Productivity series)

$350 . rent $50 . preview $15 . 28 minutes . color . sound . 16 mm . 1967

Dr. David McClelland discusses the methods of finding individuals with high achievement needs, and ways of dealing with them when they are found.

F-59 Suggested as part of the plan for Unit 4.28.

Sharing the Leadership — INDU
(Dynamics of Leadership series)

$125 . rent $5.40 . 30 minutes . black/white . sound . 16 mm . 1963

Explores three categories of individual action -- self-serving, task, and group-serving functions -- and their relationship to group leadership. Shows how group members share responsibilities for group success. Commentary by Malcolm Knowles.

F-4 Suggested for use in introductory, or pre-session; as content deals with method of learning, its use is appropriate at any time leader wishes to focus on methods of small group learning.

Social Needs as Business Opportunities — BNA
(Drucker Managing Discontinuity series)

$265 . rent $50 . preview $15 . 30 minutes . color . sound . 16 mm . 1971

The problems of crime, pollution, drugs and decaying inner cities are discussed as they relate to business.

Social Psychology — CRM
(Psychology Today series)

$550 . rent $50 . 26 minutes . color . sound . 16 mm . 1971

Dr. Kenneth B. Clark, President of the American Psychological Association, defines social psychology, discusses social comparison theory, attitude formation, and attitude change, the nature of racial prejudice. Starting with the introduction of a problem, the film advances the process of decision making, groups for and against, political response, the decision to bus, organization of the opposition. The film action is intercut with commentary by Dr. Clark explaining actions and reactions of people involved.

F-27 — Film is suggested at the end of Unit 2.23 for viewing as an introduction to Unit 3.1.

Some Personal Learnings about Interpersonal Relationships — UCEMC
(Management Development series)

33 minutes . black/white . sound . 16 mm . 1967

Dr. Carl Rogers discusses the "mysterious business of relating with other human beings." He contrasts real communication with a superficial and unmeaningful communication.

Something to Work For — RTBL

30 minutes . color . black/white . sound . 16 mm . 1966

The film depicts motivation from the point of view of management.

F-63 — Suggested for independent viewing in Unit 4.29.

Staffing for Strength — BNA

(Drucker Effective Executive series)

$350 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1968 . available in EVR format

No executive has ever suffered because his subordinates were strong and effective. The effective executive makes big demands on his subordinates, but enables them to rise to meet these demands. He never asks, "What can my subordinate not do?" He asks, "What can he do uncommonly well?"

Strategy for Productive Behavior — BNA

(Gellerman Motivation and Productivity series)

$350 . rent $50 . preview $15 . 20 minutes . color . sound . 16 mm. 1969

Broad implications of behavioral science for management, and the question of motivation by management for greater productivity, are the subjects of this film.

F-44 Suggested for independent viewing in Unit 4.21.

Styles of Leadership — RTBL

26 minutes . color . black/white . sound . 16 mm . 1962

This film shows four different methods of handling a common business problem as four different types of leaders would act. Analyzes main characterizations of these leaders, and the effect of their styles on morale, motivation, and teamwork.

Success in Supervision series — USDA

including:

- Working with People
- Basic Principles of Supervision, Parts 1, 2
- Basic Principles of Supervision, Parts 3, 4
- Basic Principles of Supervision, Parts, 5, 6, 7
- Participation
- Motivation
- Communications - Talking and Listening
- Communications - Writing and Reading
- Training
- Organization
- Planning, Scheduling, Organizing Work and Work Improvement
- Special Problems

Total series $1,500 . rent $120 per day . 29 minutes each . 16 mm . 1966

This series is combined with a 12 unit correspondence course. It is also available as a telecourse, on either video tape or kinescope on a lease or sale basis. Telecourse preview can be arranged without charge (except cost of return postage) through Great Plains National Instructional Television Library, Lincoln, Nebraska, 68508.

Talkback - A Study in Communications RTBL

18 minutes . black/white . sound . 16 mm

The film emphasizes that clear directives, constructive feedback, and an atmosphere conducive to dialogue help to eliminate misunderstandings in organizations.

Talking Ourselves into Trouble INDU
(Language in Action series)

$125 . preview free . 30 minutes . black/white . sound . 16 mm .

Dr. S. I. Hayakawa develops the idea that our language determines the limits of our world.

Talking Sense Film series INDU
including:

- Just What is General Semantics?
- Do You Know How to Make a Statement of Fact?
- On the Difference between Words and Things
- The Man Who Knows it All
- Why Do People Misunderstand Each Other?
- What is a Good Observer?

$100 per film . rent $4.50 per film . preview, postal charges . 30 minutes . black/white . sound . 16 mm . 1955

Dr. Irving J. Lee (1909-1955) late Professor of Public Speaking, Northwestern University, author of Language Habits in Human Affairs, The Language of Wisdom and Folly, How to Talk With People, Customs and Crises in Communication, and past president of the International Society for General Semantics, discusses ways to improve our talking-listening-thinking activities for better communications. Basically they are a study of communication barriers in the business world.

The Task of the Listener — INDU

(Language in Action series)

$125 . rent $5.40 . 29 minutes . black/white . sound . 16 mm .

Dr. S. I. Hayakawa defines the self and shows how it differs from self-concept. Illustrates how the self-concept controls the acceptance or rejection of a message. Stresses the importance of non-evaluative listening.

That's Not My Job — RTBL

$285 color . rent $45 color . preview $15 . color . $175 black/white . rent $30 black/white . preview $7.50 black/white . 26 minutes . sound . 16 mm . 1967

For training of new employees to show them what is expected of them, this is a useful film. It shows the interrelationship of even small jobs in the overall design and helps to reduce conflict arising from lack of coordination of effort.

A Theory of Management Development — UCEMC

(Management Development series)

28 minutes . black/white . sound . 16 mm . 1961

Dr. Charles K. Ferguson lectures on some of the assumptions on which management development theory is based and on the application of management theory to a management development program. He proposes that the job of the program is to enable the individual to perform his roles effectively as a supervisor, a subordinate, or a peer.

Theory X and Theory Y: The Work of Douglas McGregor, Part 1 and Part 2 — BNA
(Gellerman Motivation and Productivity series

$350 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1969

Warren Bennis, Richard Beckhard and John Paul Jones, former colleagues of McGregor, in a discussion of his Theory X and Theory Y. Part I: Description of the Theory, compares X and Y. Part II: Application of the Theory, shows why greater productivity results under the use of Theory Y.

F-46 — Part I is suggested for use in the plan of Unit 4.25. Part II is suggested for independent viewing in that unit.

There Must Be a Catch — USNAC

12 minutes . color . sound . 16 mm . 1968

A study of interviewing and hiring practices. Presents a job interview between a high school drop-out and a personnel manager of a coffee plant to show the effect of an inept and insensitive interviewer, both from the point of view of a youth who deserves a better reception, and an employer who desperately needs employees.

This Matter of Motivation — DART
(Herzberg This Matter of Motivation series)

$795 (for series of 7) . rent $350 (for series of 7) . preview $70 (for series of 7) . 6 minutes . color . sound . 16 mm

The "key" film teaching the effectiveness of behavioral science motivational techniques.

This Matter of Motivation series — DART
including:
The Ball of Fire
The Gilded Lily

The Nice Guy
The Pacesetter
The Puzzle
The Roadblock
This Matter of Motivation

$795 (for series of 7) . rent $350 (for series of 7) . preview $70 (for series of 7) . 28 minutes total . color . sound . 16 mm

Tomorrow's Customers — BNA
(Drucker Managing Discontinuity series)

$265 . rent $50 . preview $15 . 30 minutes . color . sound . 16 mm . 1971

A presentation of "innovative marketing" -- the concept of presenting the customer with new perceptions of what he wants and needs.

The Trouble with Archie — BNA
(Modern Management series)

$125 . rent $25 . 10 minutes . color . sound . 16 mm . 1963

This film is designed to show the constructive use of discipline, and demonstrates how to salvage a potentially useful employee, not merely to punish him.

F-15 Suggested for independent viewing in Unit 2.23 relative to content to be presented in Unit 2.25 on Punishment.

Unaccustomed as They Are:
An Executive Brief on Effective Speaking — BNA

$345 . rent $45 . 30 minutes . color . sound . 16 mm . 1971

J. Lewis "Joe" Powell, top speaker and management consultant, uses real-life situations to dramatize speaking techniques that show how to communicate ideas orally in effective ways. As a follow-up to the film, Powell has prepared a booklet titled Executive Speaking: An Acquired Skill, which can be used by the executive for review and practice.

The Uncalculated Risk — RTBL

30 minutes . color . sound . 16 mm . 1971

What happens when actions are based on guesses instead of facts, and how to distinguish inference from observation.

Understanding Motivation — BNA
(Gellerman Motivation and Productivity series)

$350 . rent $50 . preview $15 . 28 minutes . color . sound . 16 mm . 1967

Dr. Saul Gellerman explains the scope of behavioral science as it applies to the broad field of management. Motivation is viewed as a result of the worker's perception of his world.

F-60 Suggested as part of the plan for Unit 4.29.

The Way I See It — RTBL

23 minutes . color . black/white . sound . 16 mm . 1965

Presents the supervisor's perception and the subordinate's perception of events, and shows how the differences in perception affect job performance and relations on the job.

A companion guidebook to go with the film is entitled, Getting Your Signals Straight, is designed to help managers clear up false assumptions and prevent misunderstandings in day-to-day communications. It emphasizes that by examining what is said as well as what is indicated silently by gesture and facial expression, the manager can get more accurate input from others as to how he really comes across. It helps the manager develop his self awareness.

Weighing the Evidence — AARA

45 minutes . black/white . sound . 16 mm . 1958

This film is a re-enactment of an arbitration case from the files of the American Arbitration Association, much as it took place in the original case. It was first presented on August 11, 1958, over WGBH-TV, Boston. The film is designed so that the viewer watches opposing counsel argue over termination of a lease, listens to testimony of witnesses, sits in on a cross-examination and summations, and then is invited to weigh the evidence and to match his judgment against that of a distinguished panel of arbitrators.

What Can I Contribute? BNA
(Drucker Effective Executive series)

$350 . rent $50 . preview $15 . 25 minutes . color . sound . 16 mm . 1968 . available in EVR format

Peter Drucker says promotion should go to the man who asks what contribution he can make that will really give the job a new impact, a new meaning. Any organization is really a group of specialists working together as a team. Each member has a unique contribution to make, but he must focus his contribution where it will do the most good.

F-29 Suggested for independent viewing in Unit 2.33.

What Holds People Together? INDU
(Language in Action series)

$125 . rent $5.40 . preview, postal charges . 30 minutes . black/white . sound . 16 mm . 1956

Dr. S. I. Hayakawa discusses the evolution of human societies through various stages of organization, each stage based on the need and ability to communicate.

What Is a Good Observer? INDU
(Talking Sense series)

$100 . rent $5.40 . preview, postal charges . 30 minutes . black/white . sound . 16 mm . 1955

Dr. Irving J. Lee, late Professor of Public Speaking, Northwestern

University, considers the differences between a good and a bad observer.

Where is Prejudice? Part I and Part II — INDU

30 minutes . color . sound . 16 mm . 1971

Middle-class college students with varied racial and religious backgrounds attend a week's workshop "to determine the degree of prejudice in educated America" and find the revelation of their own prejudices a disturbing experience.

Where is the Meaning? — INDU

$125 . rent $5.40 . preview, postal charges . 30 minutes . black/white . sound . 16 mm

Dr. S. I. Hayakawa discusses the fact that many people make the naive assumption that the meaning is in the word. In reality the meaning is in the nervous systems of the speaker and the listener.

"Who's Gonna Collect the Garbage?" — BNA
(Drucker Managing Discontinuity series)

$265 . rent $50 . preview $15 . 30 minutes . color . sound . 16 mm . 1971 . available in EVR format

A panel consisting of Jerry Wurf, President of the American Federation of State, County and Municipal Employees, Dr. Roy Lee, Associate Professor, Rutgers University, Richard Hedxter, Executive Vice President of Donaldson, Lufkin & Jenrette, Inc. and Elizabeth Hall, Assistant Managing Editor of Psychology Today, join Peter Drucker to investigate the new work force. What are the problems? What are management's major goals?

A Whisper of Dissent: Collective Negotiations in Education — /I/D/E/A/

$275 . rent $15 . color . sound . 16 mm . 1970

"Chet Huntley, former NBC news commentator, guides viewers through a rapid sequence of insights into the issues of collective negotiations. The first 'whisper of dissent' in the film comes from a 19th century schoolmarm in a one-room schoolhouse, whose cries for a new stove for the winter fall on deaf ears. From there, the film moves rapidly to the 20th century. The film provides the general public as well as professional audiences with insight into the complex problems and emotions involved in collective negotiations." (From description in /I/D/E/A/ Films and Publications, 1970-1971, pp. 4-5)

The film would be relevant to reading or discussion on unions as a part of Unit 1.2; it is a valuable overview for libraries considering making contracts with labor groups.

Why Do People Misunderstand Each Other? INDU
(Talking Sense series)

$100 . rent $5.40 . preview, postal charges . 30 minutes . black/white . sound . 16 mm . 1963

An interesting lecture on words and meanings by Dr. Irving Lee of Northwestern University. It demonstrates that the meaning of words is not fixed, and that the listener must be aware of this when trying to understand the speaker. An analysis of how words may lead to midunderstanding when people talk with each other.

Why Man Creates PFP

$270 . rent $15 . 29 minutes . color . sound . 16 mm . 1968

Prize winning film on the history of the creative process and the richness of creative potential inherent in every individual.

F-26 Suggested as part of the plan for Unit 2.23. Also relevant to 2.22, 4.21, and 4.28.

The Winning Combination BNA
(Modern Management series)

$125 . rent $25 . preview $5 . 10 minutes . color . sound . 16 mm . 1963

The film teaches some of the basic techniques on how to sell employees on the need for a cost-control program.

You, Yourself, Incorporated — BNA

(Joe Powell Film Series)

$275 . rent $45 . preview $15 . 24 minutes . color . sound . 16 mm . 1965

The film discusses self-development and motivation. "No matter who your employer is, you are always the sole owner of yourself. You are your own top management. Re-examine your own potential."

You're Coming Along Fine

23 minutes . color . black/white . sound . 16 mm . 1968

A dramatization which presents the problems a manager has in leveling with his people about their weaknesses and with higher management about actual performance of the employees.

A 27-page guidebook, entitled Performance Appraisal: Responsibility and Opportunity points out six stages to performance appraisal.

F-48 Suggested for independent viewing in Unit 4.25.

An excellent list of training films, cassettes, and filmstrips is the article "Training Film Resources Guide," SM: Sales Meetings Magazine, 20:44-45, 203-254, November, 1971. The list is classified by subject, and each item is annotated.

LIST OF FILM DISTRIBUTORS
PART I: ALPHABETICAL BY CODE

AARA	American Arbitration Association Education Department 477 Madison Avenue New York, New York 10022
BARBRE	Thomas J. Barbre Productions 2130 S. Bellaire Street Denver, Colorado 80222
BF	Brandon Films 221 W. 57th Street New York, New York 10019
BNA	BNA Films Bureau of National Affairs, Inc. 5615 Fishers Lane Rockville, Maryland 20852
CCM	CCM Films, Inc. 866 Third Avenue New York, New York 10022 (Distributor for Association Films)
CF	Churchill Films 662 N. Robertson Boulevard Los Angeles, California 90069
CHAM	Champion Paper and Fibre Company Hamilton, Ohio 45011
CRM	CRM Productions 9263 Third Street Beverly Hills, California

DART	Dartnell Corporation 4660 Ravenswood Chicago, Illinois 60640
EBEC	Encyclopedia Britannica Educational Corporation 425 N. Michigan Avenue Chicago, Illinois 60611
HARV	Harvard Business School Soldiers Field Boston, Massachusetts 02163
/I/D/E/A/	Institute for Development of Educational Activities P. O. Box 628 Farr Hills Branch Dayton, Ohio 45419
IEF	International Educational Films 6710 Melrose Avenue Los Angeles, California 90038
INDU	Indiana University Audio-Visual Center Bloomington, Indiana 47405
MGHT	McGraw-Hill Test Films McGraw-Hill Book Company College Division 330 W. 42nd Street New York, New York 10036
MTPS	Modern Talking Picture Service 1212 Avenue of the Americas New York, New York 10036

NF	Norwood Films 926 New Jersey Avenue, N. W. Washington, D.C. 20001
NSC	National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611
OSUMPD	Ohio State University Motion Picture Division Film Distributors 1885 Neil Avenue Columbus, Ohio
PANAM	Pan American World Airways 200 Park Avenue New York, New York 10017
PERE	Perennial Education, Inc. 1825 Willow Road Northfield, Illinois 60093
PF	Psychological Films 205 West 20th Street Santa Anna, California 92706
PFP	Pyramid Film Productions P. O. Box 1048 Santa Monica, California 90406
PORTA	Portafilms 4180 Dixie Highway Drayton Plains, Michigan 48020
REYP	Stuart Reynold Productions 9465 Wilshire Boulevard Beverly Hills, California 90212
RSC	Republic Steel Corporation P. O. Box 6778 Public Affairs Department Cleveland, Ohio

RTBL	Roundtable Films, Inc. 321 S. Beverly Drive Beverly Hills, California 90212
TWA	Transworld Airlines 605 Third Avenue New York, New York 10016
UAL	United Air Lines Box 8800 Chicago, Illinois 60666
UCEMC	University of California Extension Media Center Film Distributors 2223 Fulton Street Berkeley, California 94720
UOKLA	University of Oklahoma Educational Materials Service Norman, Oklahoma 73069
USDA	U. S. Dept. of Agriculture Motion Pictures Service Washington, D.C. 20250
USNAC	U. S. National Audio-Visual Center National Archives and Records Service Washington, D.C. 20409
WHITE	White-Rodgers Company Perceptual Development Laboratories

LIST OF FILM DISTRIBUTORS
PART II: ALPHABETICAL BY NAME

American Arbitration Association	AARA
Barbre Productions, Thomas J.	BARBRE
Brandon Films	BF
Bureau of National Affairs	BNA
CCM Films, Inc.	CCM
CRM Productions	CRM
Champion Paper & Fibre Company	CHAM
Churchill Films	CF
Dartnell Corporation	DART
Encyclopedia Britannica Educational Corporation	EBEC
Harvard Business School	HARV
Indiana University	INDU
Institute for Development of Educational Activities	/I/D/E/A/
International Educational Films	IEF
McGraw-Hill Book Company	MGHT
Modern Talking Picture Service	MTPS
National Safety Council	NSC
Norwood Films	NF
Ohio State University Motion Picture Division	OSUMPD
Pan American World Airways	PANAM
Perennial Education, Inc.	PERE
Portafilms	PORTA
Psychological Films	PF
Pyramid Film Productions	PFP
Republic Steel Corporation	RSC
Reynold Productions, Stuart	REYP
Roundtable Films, Inc.	RTBL
Transworld Airlines	TWA
United Air Lines	UAL
U. S. Dept. of Agriculture	USDA
U. S. National Audio-Visual Center	USNAC
University of California Extension Media Center	UCEMC
University of Oklahoma	UOKLA
White-Rodgers Company	WHITE

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AIDS: CASSETTES
Introduction

As Valerie Nobel, Librarian of the Upjohn Company, Kalamazoo, Michigan, put forcefully in her article in the May-June issue of Special Libraries, cassettes are coming and are here to stay. At present there is inadequate bibliographical control over this new medium, and there are few places to help in review of cassettes previous to acquisition.

The attached list of cassettes has been compiled from various places and is presented as a sampling of the type of materials available, not an exhaustive listing. Most of the companies presented in the List of Cassette Distributors are putting out new cassettes each month, and many films are being converted to EVR format. It is suggested to those wishing to gain a current availability list of what is now on cassettes that these companies be contacted and their catalogs and ongoing publications requested.

In 1970 CBS initiated its EVR film cartridge system, a method of utilizing the home TV screen or a school's CCTV system for showing programs. CBS/EVR, in collaboration with Motorola and the National Audio-Visual Center, created a plan to initiate into 100 libraries a demonstration in the performance and the use of EVR in a library. A package of 100 titles, covering a wide range subject interest, and a Motorola EVR Teleplayer was made available at a price of $3,348. The New York State Division of Library Development will evaluate the pilot project.

The 1971 Audio Visual Market Place[2] warns potential purchasers of any videoplayer that there is no way that different systems can become compatible with each other. "This means that any videoplayer chosen can only work with the software format developed for that particular player."

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[1] Valerie Noble, "Chatty Chatty Bang Bang: Business Information Cassettes," Special Libraries, 62:231-33, May-June, 1971.

[2] Audio Visual Market Place: A Multimedia Guide (New York: R. R. Bowker Company, 1971), ix.

AID SUMMARIES: CASSETTES
Table of Contents

Identification	Title	Type of Cassette	Time in Minutes	Suggested for use in Unit:	Content Relevant to Units:	Type of Use Suggested[1]
C-1	SHARING SOMETHING OF YOURSELF --Carl Rogers	Audio	30	2.23	2.23	I
C-2	THE PLACE OF FEELINGS AND EMOTIONS --Carl Rogers	Audio	30	2.23	2.23	I
C-3	THE STRUGGLE TO BECOME A PERSON --Carl Rogers	Audio	30	2.23	2.23	I
C-4	WHAT ARE THE GOALS OF LIFE ? --Carl Rogers	Audio	30	2.23	2.23	I
C-5	THE PERSON OF TOMORROW --Carl Rogers	Audio	30	2.23	2.23	I
C-6	HUMAN NATURE AND ORGANIZATIONAL REALITIES	Audio	60	4.24	4.24	I

[1]Suggested Use Code: S = Suggested for use in main design for session. O = Suggested for optional use in design for session. I = Suggested for independent viewing outside of class session.

Identification	Title	Type of Cassette	Time in Minutes	Suggested for use in Unit:	Content Relevant to Units:	Type of Use Suggested
C-7	THEORY X AND THEORY Y	Audio	60	4.25	4.25	I
C-8	THE MANAGEMENT OF HUMAN ASSETS	Audio	60	4.26	4.26	I
C-9	MOTIVATION THROUGH JOB ENRICHMENT	Audio	60	4.27	4.27	I
C-10	THE SELF-MOTIVATED ACHIEVER	Audio	60	4.28	4.28	I
C-11	UNDERSTANDING MOTIVATION	Audio	60	4.29	4.29	I

AID SUMMARIES: CASSETTES

Are You Earning the Right to Manage Others ? — CBS-EVR
(Bill Gove Film series)

$220 . 28 minutes . EVR cartridge . 1971

A 1967 BNA film converted into CBS-EVR (electronic video recording) format. For description see AID SUMMARIES--FILMS.

The Art of Negotiating — AMR

$225 (for series) . audio cassette

A series of 8 cassettes on negotiating labor agreements.

Berlo Effective Communication series — CBS-EVR
including

- Avoiding Communication Breakdown
- Meanings are in People
- Communication Feedback
- Changing Attitudes Through Communication
- Communicating Management's Point of View

$240 each . 25 minutes each . EVR cartridge . 1971

A 1965 series of BNA films converted into CBS-EVR (electronic video recording) format. For description of film series see AID SUMMARIES --FILMS

The Business Manager — CCS

$12.95 . 29 minutes . audio cassette

Designed to give a survey of the business manager and his function in joining resources, labor, and capital. The film explains what intellectual and emotional ingredients are needed to produce a successful organizational leader. The success stories of a few industrialists are described to demonstrate how a good manager is developed. Additional readings are suggested and a full set of Library of Congress and Dewey Decimal library cards provided free with cassette order.

Cash on the Barrel Head — CBS-EVR

$200 . 16 minutes . EVR cartridge . 1971

A 1962 BNA film converted into CBS-EVR (electronic video recording) format. For description of film see AID SUMMARIES--FILMS.

Chief Executive series — AMR

$225 for set of 11; $150 for set of 6 . audio cassette

The complete series consists of eleven cassettes.

Constructive Aggression series — IDI

including in Series A:

- Aggression: An Introduction
- Fight Personalities: Hawks and Doves
- Love, Sex and Aggression
- The Generation Gap
- You Are Aggressive

$34.95 for series . cassettes not sold individually . 30 minutes each . audio cassette . 1971

Dr. George Bach, Founder-Director of the Institute of Group Psychotherapy, describes how aggression can be dealt with constructively and creatively.

Daily Living: Coping with Tensions and Anxieties — IDI

including in Series A:

- Thoughts and Feelings
- A Modern Sexual Outlook
- Establishing Self Worth
- Developing Emotional Freedom
- Two Basic Principles

$35.95 for series . cassette are not sold individually . 30 minutes each . audio cassette . 1971

Dr. Arnold Lazarus, Director of Clinical Trai ning at the Yale University Department of Psychology, explains how to deal more effectively with frustrations encountered every day, including the work place. He discusses methods for maintaining perspective as individuals examine their own problems.

The Difficult Art of Managing Your Time — AICPA

$10 . 60 minutes . audio cassette

Designed to help the manager chart, analyze, budget and utilize his time effectively. Time saving methods are featured. One of many audio cassettes available to the members of the American Institute of Certified Public Accountants by the Professional Development Division of the AICPA (and to others at slightly higher prices).

Drucker Effective Executive series — CBS-EVR

including:

- Managing Time
- What Can I Contribute ?
- Focus on Tomorrow
- Effective Decisions
- Staffing for Strength

$250 each . 25 minutes each . EVR cartridge . 1971

A 1968 BNA film series converted into CBS-EVR (electronic video recording) format. For description of film series see AID SUMMARIES--FILMS.

Drucker Managing Discontinuity series — CBS-EVR

including

- The Innovative Organization
- Tomorrow's Customers
- The Future of Technology
- Coping with Technological Change
- "Who's Gonna Collect the Garbage?"
- Social Needs as Business Opportunities
- Pollution Control -- The Hard Decisions
- The Multinational Corporation
- The Manager as Entrepeneur

30 minutes each . EVR cartridge . 1972

A 1971 BNA film series converted into CBS-EVR (electronic video recording) format. For description of film series see AID SUMMARIES--FILMS.

The Drug Decision — IDI

(A series of six cassettes, with 12 topic commentary)

including:

- Background: Dr. Freedman, The Current Drug Scene
- Myths About Drugs (2 commentaries)
- The Facts About Drug Use: Social and Psychological
- Categories of Drugs
- Facts About Marijuana
- The Drug Scene: Historical Context (2 commentaries)
- Patterns of Drug Use
- Motives for Drug Use

$44.95 for 6 cassettes . cassettes not sold individually . 30 minutes each . 1971

Dr. Daniel X. Freedman, Professor and Chairman Department of Psychiatry, University of Chicago, covers biological and psychological facts of

drug use, how to use these facts in opening a dialogue about drugs with young people, how to counsel people about drug use and abuse.

Effective Communication series
see
Berlo Effective Communication series

The Effective Executive series
see
Drucker Effective Executive series

Effective Listening: Basic Course — AICPA

$30 . audio cassette plus study package . 1969

Effective Listening, developed by Xerox, includes a cassette and a study package which may be used for individual study or in groups in order to improve listening skills. It has been used with thousands of business and professional people. By means of tested, easy-to-follow listen-and-respond techniques, the program trains for better listening by involving the listener in true-to-life situations. The Individual Study Kit consists of an Administrative Manual with full program instructions, tape cassette with progressive listening episodes and tests, and a Listener's Response Book for written work (not reusable). In large quantities additional Listener's Response Books may be obtained for $6.00 each.

There is also an Advanced Effective Listening audio cassette and study kit. This package is designed to raise learning skills to meet the challenge presented by multiple speaker situations, such as group meetings, discussions, or conferences. The program also promotes better retention of ideas through effective note taking and better communication of those ideas via memo. As with Effective Listening, each kit contains in addition to the cassette, a Listener's Response Book, and an Administrative Manual. An extra feature is a text on memo-writing. Same cost as for Effective Listening cited above.

Effective Public Relations — ATE

30 minutes . video tape . 1969

This is a series of twelve video tape lectures on public relations based on Scott M. Cutlip and Albert Center, Effective Public Relations, 3rd. ed., Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

The Executive Voice — FOR

Annual subscription for 12 cassettes $80 . 60 minutes each . audio cassette . 1971

A sixty minute tape issued by Fortune Magazine once a month in which nationally known business executives, such as Peter Drucker, speak on different subjects. It is designed especially for the management community.

Focus on Karl Menninger — CCS

$12.95 . 28 minutes . audio cassette

A renowned psychiatrist, Karl Menninger, discusses human nature, illness and therapy. The cassette comes with a complete set of library cards catalogued according to Library of Congress and Dewey Decimal systems. Each cassette also has a suggested reading list and a series of provocative questions to spur listener on to deeper inquiry and/or discussion.

Foundations and Other Tax Exempt Organizations — CON

(Tax Reform Act of 1969 series)

$15 . 60 minutes . audio cassette . 1971

One of numerous edited seminars available on legal subjects. In the Tax Reform series there are 8 cassettes available. This tape deals with Sections 101 and 121 of the legislation.

Gellerman-Kay Motivation and Productivity series BNA
including:

Tape A:	Understanding Motivation	C-11
Tape B.	Motivation Through Job Enrichment (Herzberg)	C-9
Tape C.	The Self-Motivated Achiever (McClelland)	C-10
Tape D.	Human Nature and Organizational Realities (Argyris)	C-6
Tape E.	The Management of Human Assets (Likert)	C-8
Tape F.	Theory X and Theory Y McGregor	C-7

$125 set . $25 each . 60 minutes each . audio cassettes . 1970

Six audio cassettes, designed to supplement a film series by the same title in which Saul Gellerman and Emanuel Kay (two management consultants) discuss by means of questions and answers motivation theories of Herzberg, McClelland, Argyris, Likert, and McGregor.

Gellerman Motivation and Productivity series CBS-EVR
including:

- Strategy for Productive Behavior (20 minutes)
- Motivation Through Job Enrichment (28 minutes)
- The Self-Motivated Achiever (28 minutes)
- Understanding Motivation (28 minutes)
- Theory X and Theory Y: Part 1 (25 minutes)
- Theory X and Theory Y: Part 2 (25 minutes)
- Human Nature and Organizational Realities (28 minutes)
- The Management of Human Assets (28 minutes)
- Motivation in Perspective (20 minutes)

$250 each (except Strategy for Productive Behavior and Motivation in Perspective $200 each) . EVR cartridge . 1971

A 1967 BNA film series converted into CBS-EVR (electronic video recording) format. For description of film series see AID SUMMARIES --FILMS.

Herzberg Motivation to Work series — CBS-EVR

including:

- The Modern Meaning of Efficiency
- KITA, or What Have you Done for Me Lately?
- Job Enrichment in Action
- Building a Climate for Individual Growth
- The ABC Man: The Manager in Mid-Career

$250 each . 25 minutes each . EVR cartridge . 1971

A 1969 BNA film series converted into CBS-EVR (electronic video recording) format. For description of film series see AID SUMMARIES --FILMS.

How to Get Your Ideas Across — NB

$7.50 . audio cassette

This is the first of eight cassettes in a series entitled Executive Seminars in Sound.

How to Improve Staff Member Motivation — AICPA

$10 . 60 minutes . audio cassette

One of a large group of individual study materials provided by the Professional Development Division of the American Institute of Certified Accountants for their membership. This cassette discusses the latest theory of work motivation and explains six objectives pertinent to accounting practice.

How to Use Encounter Groups, Series I — IDI

including:

- Introduction to Basic Encounter Groups
- Patterns of Processes, Part I
- Patterns of Processes, Part II
- Outcomes of Encounter Groups
- Task Oriented Groups
- Experiences with Top-Level Executives
- An Exercise in an Encounter Group
- My Way of Facilitating a Group, Part I
- My Way of Facilitating a Group, Part II
- Leadership Behaviors I do not Like

$69.95 for series of 10 . cassettes are not sold individually . 30 minutes each . audio csssettes . 1970

Dr. Carl Rogers, internationally recognized authority on encounter groups, consults on how to use -- avoid mis-using -- encounter groups. Dr. Rogers uses actual incidents to show the kind of thing that can happen in an encounter group.

Human Nature and Organizational Realities — BNA
(Gellerman-Kay Motivation and Productivity series, Tape D)

$25 . 60 minutes . audio cassette . 1970

Saul Gellerman and Emanuel Kay discuss, by means of questions and answers, the ideas of Chris Argyris.

C-6 Suggested for independent listening in Unit 4.24

Introducing the New Worker to his Job — CBS-EVR

$43.20 . 16 minutes . black/white . EVR cartridge . 1970

Dramatization of the correct and incorrect way to orient a new employee. (Price includes A New Supervisor Takes a Look at his Job.) A NAC (National Audio-Visual Center) film converted into EVR format.

Job Appeal — NAC-EVR

$43.20 . 12-1/2 minutes . black/white . EVR cartridge . 1970

A NAC (National Audio-Visual Center) film converted into EVR (electronic video recording) format, in which problems of fair employment practices are dramatized. A young black man is told by his boss that another man has been selected for promotion. An open-end film. Ordered through CBS-EVR.

Joe Powell series — CBS-EVR

including:

- The Heritage of the Uncommon Man ($250)
- The Real Security ($ 240)
- You, Yourself, Incorporated ($240)

24 minutes each . EVR cartridge . 1971

A 1965 BNA film series converted into CBS-EVR (electronic video recording) format. For description of film series see AID SUMMARIES--FILMS.

Management by Machine — CCS

$12.95 . 29 minutes . audio cassette

In this film, experts discuss the computer and tomorrow's industrial management. Leading scientists, economists, and industrialists engage in collective probe into the character, purpose and style of industrial management in 1985. The discussion takes place at the Carnegie-Mellon University's graduate school of Industrial Administration. General conclusion emerging seems to be that by 1985 computers will take over many management duties. "On the whole, the program not only stirs the imagination with its occasionally Orwellian descriptions, but also constructs a vividly animated image of what the industrial colossus will resemble one year after Orwell's fantasy is scheduled to become operative. Questions discussed: Can computers learn? Can computers generate problems? How greatly will business be mechanized by 1985? Should computers be called machines? Additional readings are suggested and a

full set of Library of Congress and Dewey Decimal system library cards are provided with purchase of the cassette.

Management Decisions by Objectives — NVB

$9.95 . audio cassette . 1971

A condensed reading of George S. Odione's Management Decisions by Objectives (Prentice-Hall).

Management of Human Assets (Gellerman-Kay Motivation and Productivity series, Tape E) — BNA

$25 . 60 minutes . audio cassette . 1970

Saul Gellerman and Emanual Kay discuss the ideas of Rensis Likert.

C-8 Suggested for independent listening in Unit 4.26.

The Marvelous Mousetrap — CBS-EVR

$240 . 24 minutes . EVR cartridge . 1971

A 1963 BNA film converted into CBS-EVR (electronic video recording) format, this award-winning motion picture starring Wally Cox was designed to show some of the basic concepts in the capitalistic system. Explains how profits arise and how they are used to insure job security. Endeavors to explain the necessity for careful work by each employee in order to protect the organization's continuity.

Modern Management series — CBS-EVR

including:

The Case of the Missing Magnets plus Listen, Please ($200)

The Challenge of Leadership plus The Trouble with Archie ($200)

The Winning Combination ($100)

A Good Beginning plus
Instructions or Obstructions
with Paul Pigors ($200)

10 minutes each . EVR cartridge . 1971

A 1963 BNA film series converted into CBS-EVR (electronic video recording) format. For description of film series see AID SUMMARIES--FILMS.

Motivation and Productivity series
see
Gellerman Motivation and Productivity series

Motivation Through Job Enrichment BNA
(Gellerman-Kay Motivation and Productivity series, Tape B)

$25 . 60 minutes . audio cassette . 1970

Saul Gellerman and Emanuel Kay discuss the ideas of Frederick Herzberg.

C-9 Suggested for independent listening in Unit 4.27.

Motivation to Work series
see
Herzberg Motivation to Work series

A New Supervisor Takes a Look at His Job CBS-EVR

$43.20 . 13 minutes . black/white . EVR format . 1970

A NAC (National Audio-Visual Center) film converted into EVR format. The meaning of working with people instead of machines is dramatized through a machine tool operator and his plant superintendent. (Price includes Introducing the New Worker to His Job.)

The Office of the "70's" — BPI

$7.95 each; $60 for series of 8 . audio cassette

This is the title of an eight cassette album. It contains a report of a Business Equipment Manufacturers Association Conference.

The Person of Tomorrow — IDI
(Personal Adjustment series, B)

$34.95 for series of 5 . cassettes not sold individually . 30 minutes . audio cassette . 1971

Dr. Carl Rogers, Resident Fellow at the Center for Studies of the Person, La Jolla, California, and noted author and teacher, discusses the importance of the person of tomorrow and his characteristics.

C-5 Suggested for independent listening in Unit 2.23.

Personal Adjustment series — IDI
including in Series A:

Sharing Something of Yourself	C-1
The Place of Feelings and Emotions	C-2
Is It Possible to Be Yourself?	
The Struggle to Become a Person	C-3
What Are the Goals of Life?	C-4

including in Series B:

What it Means to be Married	
Relationships with Your Children	
The Generation Gap	
The Lonely Person	
The Person of Tomorrow	C-5

$69.95 for series A and B; $34.95 for series A or B separately . 30 minutes . audio cassette . 1971

Dr. Carl Rogers, Resident Fellow at the Center for Studies of the Person, La Jolla, California, and a noted author and teacher, discusses self-

renewal and fulfillment, psychology and human dynamics, in this series of 10 audio cassettes.

The Place of Feelings and Emotions — IDI
(Personal Adjustment series, A)

$34.95 for series of 5 . cassettes are not sold individually . 30 minutes . audio cassette . 1971

Dr. Carl Rogers discusses the subject in a direct and friendly manner.

C-2 Suggested for independent listening in Unit 2.23.

The Self-Motivated Achiever — BNA
(Gellerman-Kay Motivation and Productivity series)

$25 . 60 minutes . audio cassette . 1970

Saul Gellerman and Emanuel Kay discuss the ideas of David C. McClelland.

C-10 Suggested for independent listening in Unit 4.28.

Sharing Something of Yourself — IDI
(Personal Adjustment series, A)

$34.95 for series of 5 . cassettes not sold individually . 30 minutes . audio cassette . 1971

C-1 Suggested for independent listening in Unit 2.23.

Showdown — CBS-EVR

$43.20 . 13 minutes . black/white . EVR format . 1971

A NAC (National Audio-Visual Center) film converted into EVR-cassette format in which a new supervisor's relationship with an older problem worker is explored by his co-worker. (Price includes Job Appeal.)

The Struggle to Become a Person — IDI
(Personal Adjustment series, A)

$34.95 for series of 5 . cassettes are not sold individually . 30 minutes . audio cassette . 1971

Dr. Carl Rogers, Resident Fellow at the Center for Studies of the Person, La Jolla, California, and noted author and teacher speaks as he might in a person-to-person conference on the individual's struggle for identity.

C-3 Suggested for independent listening in Unit 2.23.

Theory X and Theory Y — BNA
(Gellerman-Kay Motivation and Productivity series, Tape F)

$25 . 60 minutes . audio cassette . 1970

Saul Gellerman and Emanuel Kay discuss the ideas of Douglas McGregor.

C-7 Suggested for independent listening in Unit 4.25.

Therapeutic Aggression series — IDI
including:

- Constructive Aggression -- A General Introduction
- Safe Guarding
- Ethics and Aggression
- Compatibility of Sex and Aggression
- How to Prepare a Couple for Fight Training
- Sex and Aggression Psychotherapy
- Acceleration of Intimacy
- How and When to Fight in the Office
- How to Fight Fair
- Overview

$64.95 for series . cassettes not sold individually . 30 minutes . audio cassette . 1971

Dr. George Bach, Founder-Director of the Institute of Group Psychotherapy, describes how aggression can be dealt with creatively and constructively. Deals with problems of human anger and violence. Opposing violence, he advocates other means for releasing aggression.

Top Management Expectations of the EDP Function and Its Manager — HIM
(Library of Management series)

$9.75 each . audio cassette

Discussion of management's relation to the EDP function by Peter G. Scotese, President, Springs Mills, Inc., New York, New York.

One of 22 audio cassettes dealing with such topics as, "The New Marriage of Micro-Film and the Computer," "Information Bottlenecks -- How to Avoid Them with Total Systems Planning," "Pros and Cons of Centralized vs. Decentralized Systems."

Understanding Motivation — BNA
(Gellerman-Kay Motivation and Productivity series, Tape A)

$25 . 60 minutes . audio cassette . 1970

Saul Gellerman and Emanuel Kay discuss and summarize over-all views relative to motivation and the behavioral sciences.

C-11 Suggested for independent listening in Unit 4.29.

What are the Goals of Life? — IDI
(Personal Adjustment series, A)

$34.95 for series of 5 . cassettes not sold individually . 30 minutes . audio cassette . 1971

Dr. Carl Rogers, Resident Fellow at the Center for Studies of the Person, La Jolla, California, and noted author and teacher, discusses as though in a person-to-person conference with the listener, the importance of life-time goal setting.

C-4 Suggested for independent listening in Unit 2.23.

LIST OF CASSETTE DISTRIBUTORS

PART I: ALPHABETICAL BY CODE

AICPA	American Institute of Certified Public Accountants 666 Fifth Avenue New York, New York 10010
AMR	Advanced Management Research, Inc. 280 Park Avenue New York, New York 10017
ATE	Ampex Tape Exchange 2201 Estes Avenue Elk Grove Village, Illinois 60007
BNA	BNA Films Bureau of National Affairs, Inc. 5615 Fishers Lane Rockville, Maryland 20852
BPI	Business Press International 288 Park Avenue West Elmhurst, Illinois 60126
CBS-EVR	CBS Electronic Video Recording Division 51 West 52nd Street New York, New York 10019 (Distributor for National Audio Visual Center (GSA) films converted to EVR cassette format)
CCS	Center for Cassette Studies, Inc. 8110 Webb Avenue North Hollywood, California 91605

CON	Condyne Law Tapes Condyne, Inc. 151 Harvard Avenue Stamford, Connecticut, 06902
FOR	Fortune Room 15-18 Time and Life Building Rockefeller Center New York, New York 10020
HIM	Hitchcock Institute for Management Hitchcock Building Wheaton, Illinois 60187
IDI	Instructional Dynamics, Inc. 166 East Superior Street Chicago, Illinois 60611
NAC-CBS	For film lists, write: National Audio Visual Center (GSA) Washington, D.C. To order EVR cassettes, write to: CBS Electronic Video Recording Division 51 West 52nd Street New York, New York 10019
NB	Nations Business Sound Seminar Division 1616 H Street, N.W. Washington, D.C.
NVB	Nash Voice Books Nash Publishing Company 9253 Sunset Boulevard Los Angeles, California 90069

LIST OF CASSETTE DISTRIBUTORS

PART II: ALPHABETICAL BY NAME

Advanced Management Research, Inc.	AMR
American Institute of Certified Public Accountants	AICPA
Ampex Tape Exchange	ATE
Bureau of National Affairs, Inc.	BNA
Business Press International	BPI
CBS Electronic Video Recording Division	CBS-EVR
Center for Cassette Studies, Inc.	CCS
Condyne Law Tapes	CON
Fortune	FOR
Hitchcock Institute for Management	HIM
Instructional Dynamics, Inc.	IDI
Nash Voice Books	NVB
National Audio Visual Center (GSA)	NAC-CBS
Nations Business	NB

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AID SUMMARIES: GAMES

Introduction

On the following pages there are a few printed games which are suggested for possible use in the Designs for Learning volume of the Leader's Handbook. As noted in Unit 4.22 of that volume, G-1 and G-2 are not suggested for use in class sessions, but if there is sufficient interest on the part of the participants in trying out some of the games the leader might, with the participants, set up a block of time when these games might be played, such as a Saturday mini-workshop. It is recommended that such a session would be most beneficial if the leader would be present to answer questions and to show learnings that come out of the games relating to the content of this course.

Another possibility would be for a task force group to use commercial games such as G-1 and G-2 as samples and experiment with the development of games themselves. Zoll[1], after pointing out the advantages and disadvantages of commercially produced business games, presents quite detailed suggestions for all the elements to be considered in the development of games to fit a particular type of work situation.

The creation of games and simulations by partipants themselves is an example of John Gardner's recent statement that all too often in our teaching we are giving students "cut flowers when we should be teaching them to grow their own plants." His statement reflects recent trends toward self-discovery and actively involving students in the process of learning.

If a task force group develops a game, there should be an opportunity made for the game to be tested through use by the other participants in the group and feedback given to the originators as to how it might be made more effective.

A helpful discussion about games for classroom use is given in the 1971 edition of Simulation Games for Social Studies, by William A. Nesbitt, published by the Foreign Policy Association. This work includes a bibliography of games as well as a bibliography about the use of games and their formation.

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[1]Allen A. Zoll, 3rd, Dynamic Management Education, 2d. ed. (Reading, Mass.: Addison-Wesley, 1969), pp. 371-397.

As an example of the type of game that one task force did develop, using the resources listed in the bibliography in this section, G-3 is presented. It has the advantage of being library oriented, but the disadvantage of having been tested only on one class group, and therefore any evaluation of how generally helpful it may or may not be is not possible. The one group on whom the game was tested found it rewarding.

AID SUMMARIES: GAMES*

Table of Contents

Identification	Title	Approximate Time	Suggested for use in Units:	Content Relevant to Units:	Type of Use Suggested[1]
G-1	SUPERVISORY SKILLS: A DIDACTIC GAME	2 hrs.	3.3	3.1/3.2/3.3	I
G-2	SUPERVISION: A DIDACTIC GAME	2 hrs.	3.3	3.1/3.2/3.3	I
G-3	MANAGEMENT DECISION GAME	30 min.	1.1	1.2/3.3	O
G-4	COOPERATIVE SQUARES: AN EXPERIMENT IN COOPERATION	15-30 mins.	4.22	4.22	S

[1]Suggested use Code:

S = Suggested use in main design for session
O = Suggested for optional use in design of session
I = Suggested for group/leader use outside of class sessions.

*Also in the Leader's Handbook: Designs for Learning are: an in-basket exercise in Unit 3.1 (accompanied by H-3:2) and a simulation game in Unit 3.3 (accompanied by H-3:6 and H-3:7).

AID SUMMARIES: GAMES

G-1 SUPERVISORY SKILLS: A DIDACTIC GAME

Three other games in this series are Collective Bargaining, Decision Making, and Purchasing. The publisher is a subsidiary of IBM. With each game there is an administrator's Guide which gives suggestions as to use of the game in group situations, such as suggested for this game in Unit 3.3 -- an evening meeting, or a Saturday workshop. Author Rausch is Vice-President of Manufacturing at Wing Company, a division of Aero-Flow Dynamics, Inc., and teaches economics at Rutgers University.

Source: Rausch, Edwin. Supervisory Skills: A Didactic Game. Simulation Series for Business and Industry. (Chicago: Science Research Associates, Inc., 259 East Erie Street, 1968).

G-2 SUPERVISION: A DIDACTIC GAME

Contrasted to G-1 this game is designed solely for use by an individual learner and uses Programmed Simulation (PS) which involves the player in a fictional but realistic situation. The game is broken down into moves and the player chooses a move, then turns the page to see if he has made the correct choice, with a reason being given why the choice is considered good, bad, or mediocre. Also available from this company are two other games, Motivation (which can also be played by a team) and Delegation (which is based on the assigning of priorities to tasks and decisions, and deciding which tasks can be delegated).

Source: Supervision: A Didactic Game. (Somerset, N. J.: Education Research, P. O. Box 34, 1971).

Games (Continued)

G-3 MANAGEMENT DECISION GAME

This game was constructed by an Administration class Task Force Group in Management Games and Decision Making, at The Catholic University of American, in the fall semester of 1971. Complete directions and scoring instructions are given with this section of Aids.

G-4 COOPERATIVE SQUARES: AN EXPERIMENT IN COOPERATION

This game is suggested for use with Unit 4.22. Directions are given with this unit.

Source: J. William Pfeiffer and John E. Jones, A Handbook of Structured Experiences for Human Relations Training, Vol. I. (Iowa City, Iowa: University Associates Press, P. O. Box 615, 1969), pp. 24-47.

G-3 THE C. U. LIBRARY MANAGEMENT GAME

An Exercise in Decision Making

Introduction

This is a management decision game which deals with delegation, one of the most important activities that a manager performs. The game places you in a simulated situation in which you are forced to make choices. Agreeing with McGregor that every managerial act rests on theory, we suggest that you consciously consider the assumptions and the theories of management to which you subscribe as you play this game.

In a job as complex as administration of a library, it is frequently quite important to assign proper priorities to the tasks ahead. In order to do his job well, the manager at regular intervals must step away from his pressing day-to-day duties and think through the overall situation. He needs to plan several steps ahead and survey the entire field thoroughly, even as in a game of chess or checkers. The more a supervisor does this, the less likely he is to have to make decisions for which he is not prepared. In this particular game, choosing priorities and planning ahead is forced on the manager because of an impending absence.

As this game centers on delegation, consider the steps involved in delegation before starting the game.

1. Assign priorities to the problems to be solved. Whenever confronted with a number of tasks to be accomplished, it is necessary to establish some order for their accomplishment. In this game you need to consider the effect of your decisions on the total library system,

[1] Game constructed by an Administration class Task Force Group on Management Games and Decision Making: Phyllis Sidorsky, Christian Kartuez, Kenneth Kruse, and Christina Merenyi, Library Science Department, The Catholic University of America, 1971.

including its relationship to the community it serves as well as its interrelationships within the library itself. Time factors also need to be considered.

2. Decide which tasks can be delegated.
There are many tasks which could and should be delegated; others you need to deal with personally because of the situation at hand.

3. Analyze your staff to decide who can handle various kinds of assignments.
Some assignments can be handled by nearly everyone; others are handled best by work groups; some take special competence.

4. Delegate the assignment.
Make sure the selected staff member has the available time. Make clear the nature and boundaries of the delegation, provide time limits, set objectives with the one selected for the task by means of a target-setting conference.

5. Provide some means of accountability.
Give help when necessary, but always provide some means for feedback such as a "Let's talk it over session" in which the employee gives his evaluation of what has been accomplished in relation to the targets set.

This game is built around the first three steps; the fourth and fifth steps can be covered in the follow-up discussion after the game has been played.

In this game no right or wrong answers have been assigned. The scoring procedure enables the individual to see how his decisions coincide with the scores of other participants playing the game, and enables the individual to analyze the type of management attitudes that he holds toward the functions of management. It may enable the manager to uncover any unconscious biases.

G-3 THE C. U. LIBRARY MANAGEMENT GAME

An Exercise in Decision Making
(Continued)

The Situation:

You are in charge of a large public library in a medium sized city. You are going to leave for England next week on a three month "sabbatical" to study and participate in an international workshop at Oxford University.

Maddox, Head of the Circulation Department and your second in command, became seriously ill yesterday and will be away from work for the next 2 or 3 months. Bernardi, Head of Reference and Special Services, who would be able to fill in, will be on maternity leave starting next week. Your next in line is Algood. He can handle the day-to-day chores. However, because of his shyness and lack of exposure to managerial techniques, he will not be able to function as an effective administrator for any but routine functions. None of the rest of the staff has had sufficient managerial experience to serve as acting head.

You suddenly realize that there is a lot of unfinished business that you must attend to yourself before you leave since neither Maddox nor Bernardi will be available. You make a list of all of the unresolved problems and come up with a total of 21 items. You have decided to categorize these tasks into one of the following three priorities:

Priority I. These are tasks of such importance that you will devote all of your available time to attending to them personally. There is only enough time remaining to complete 7 tasks personally.

Priority II. These are tasks that you will assign to various staff members to carry out even though in most cases they do not have the background facts and figures to do an effective job. However, it seems better to get the task done poorly rather than not at all (although you're not sure of this in all cases since the quality of work may prove somewhat embarrassing later). Because you have so little time available to instruct your staff members, you will be able to assign only 7 of the remaining tasks.

Priority III. These are tasks that will be left undone because there is just no time available even to instruct your staff to carry them out.

The 21 tasks are listed on the 21 slips of paper in each "Set" of slips that was handed out to you. Each of the two sets is to be handled separately. Please do not start working on Set #2 until you have completed all work on Set #1 and have filled out the appropriate information on the attached DECISION RESPONSE SHEET.

Please take the 21 slips of Set #1 and place them into one of 3 piles, one for each priority category. After you have divided the slips into three equal piles, write the number associated with each problem in the appropriate spaces on the DECISION RESPONSE SHEET. Then repeat the process for Set #2 (written on the colored paper).

Distribution of Situational Slips

The situations on which the participants are to make delegation decisions are typed on the attached sheets. At the same time that the instructions are passed out to participants, the leader should distribute two sets of slips on which situations are given. Set #1 should be 21 slips of paper of one color and Set #2 should be on some other color paper. The data for the separate slips are typed in such a manner that they can be cut apart for distribution to the participants.

SET #1

[1] One of the newly elected city commissioners wants to know why the library has to many high priced people compared to other departments of the city administration. He says the library is too top heavy with "college types." The chairman of the library board called and asked that you meet with the new commissioner and explain the library set-up before next week's budget hearings.

[2] A Committee of the Friends of the Library has recommended that your library place books in local stores, from which they may be checked out. The two largest supermarket chains have indicated a willingness to cooperate if a procedure can be worked out that doesn't disrupt their business too much. You must meet with your staff to examine the feasibility and desirability of such a plan. Several members of the city council have indicated an interest in the idea.

[3] Your Saturday morning children's program has been recognized as inadequate. Your Children's Librarian has been urging a meeting with you and other involved staff members for several weeks. Because the summer season is fast approaching, a new program must be laid out soon.

[4] The board of trustees has asked you to prepare a pamphlet which would include a brief history of the library, its objectives, policies, and what the library has to offer the public. This pamphlet will be used in a publicity campaign aimed at increasing the patronage of the library.

[5] Your film program is in the evenings. Most of the films are geared towards the 8-10 age bracket. Parents have asked if you could arrange the films and storytelling sessions so that they would occur in the afternoon. It would be more convenient for them. However, this would conflict with your senior citizen programs and would require considerable reshuffling of space and personnel assignments.

[6] You have noticed that some employees in some departments have been taking extra long coffee breaks and otherwise showing laxity in their work. You must have a meeting with all department heads to put an end to such practices and to develop consistent application of library policy in such matters. It will be difficult for your replacement to control the situation if it is not taken care of promptly.

Set #1 (Continued)

[7] Your library is being considered as a recipient of a $5,000 grant which is to be used in assembling a collection of black literature. You have been asked by the foundation which will grant the money for an itemized account of how the money will be spent.

[8] You have been designated by the State Library Association to serve as Chairman of a committee to arrange a seminar dealing with the question of censorship. The seminar will be held after your return. However, it is necessary for you to form your committee before leaving. You must go over the membership roster to select a representative group and draft a letter explaining the seminar and asking them to serve as committee members.

[9] The Newton High News, a high school newspaper, has approached you to be interviewed in an upcoming issue dealing with the question of book selection and censorship.

[11] Some members of Circulation are permitting patrons who are "reliable" to take out reference works overnight. Others abide by the library policy of the circulation of reference materials. Hard feelings between the two groups have reached a climax. A meeting of all concerned must be held to thrash out the matter.

[10] The chairman of the city commissioners called and asked that you prepare a document outlining the requirements for the new wing of the main library. There is a possibility that federal funds may become available. He wants a sketch of the proposed lay-out and a description of the added capabilities the library would have as a result of the new wing. He needs the material from you by next week in order to meet the deadline for federal funding.

[12] A study group has been formed in the state library association to examine the possibility of establishing centralized processing for the group. They have asked you to perform a quick survey of the procedures at each institution and to work out a plan for possible integration of processing. The report is needed for the meeting next week.

[13] Brown, head of Rare Books, says that the new assistant you hired to help him is not working out and he would like to reassign him. Brown wants to meet with you to select another assistant in a hurry before the scheduled relocation and reorganization of his department next month.

Set #1 (Continued)

[14] Alonzo Craymore, president of the Eastern Library Association, called while you were out. He left a message asking that you draft a memo describing the procedure for setting up a five county regional catalog organized along the lines you outlined in some off the cuff remarks at last week's county association meeting. He wants to broach the idea to the other county representatives at next week's annual meeting.

[15] The yearly budget is to be submitted in four weeks. Most departments are late in submitting their projected requirements and justifications. To insure a reasonable document, you must arrange a meeting with the department heads to hammer out a budget.

[16] Numerous patrons have complained that previous issues of periodicals are always "at the bindery" even though in many cases six or more branches have subscriptions. You must set up a procedure for the handling of periodicals in your various branch libraries so that at least one copy will be available to the public while the rest are at the bindery.

[17] The Acquisitions department has consistently overspent its allocation for the past six reporting periods. This has greatly upset the other departments. You must hold a meeting with Slater, head of Acquisitions, to get his department in line.

[18] Slater, head of Acquisitions, says they need three more people. His workers are getting restless because of overwork and several have threatened to quit unless something is done. He would like to meet with you to discuss the problem.

[19] Costs have been soaring for supplies in the processing department. Their allocation has been overspent by 28%. Since the supplies have been received and used, it is necessary to make adjustments in the present budget by cutting into present services. Otherwise, the library will run short of funds before the next fiscal year. A meeting must be held to determine which departments will have to cut service in order to meet the operating budget.

Set #1 (Continued)

[20] The city commissioners have asked that you draw up an outline indicating both near term and long range needs of the community with regard to library services. This document will be the main subject of next week's meeting of the city commissioners.

[21] Before you leave for England you wish to meet with your entire staff to bring them up to date and to advise them concerning the duties and responsibilities of those who will be in charge during your absence.

SET #2

[1] Another new housing development in your city has received federal approval. The projected increase in population will outstrip your planned library expansion. A possible solution is a fleet of bookmobiles. You must prepare a memo for next week's city countil meeting presenting hard facts on the practicality of this arrangement and its long range implications on the library's organization and services.

[2] Your library's budget has been cut to a sum 12% less than last year's funding by the city council. You had submitted a budget that was 8% higher to cover added services and rising costs. Prior to the scheduled meeting with the department heads, you must work out a plan to distribute the cut equitably among the various departments.

[3] The staff has brought a petition to you to make changes in the desk assignments scheduled for the holidays. You have a responsibility to the public as well as to your staff who feel that they should receive the same hours as other municipal offices. The matter must be settled as quickly and as amicably as possible.

[4] The host of "Talk of the Town" TV show has invited you to appear on his show to give you a chance to talk about the bookmobile which you feel the community desperately needs. You must prepare your "sales pitch" and make sure that you have the latest town budget figures to incorporate in your talk.

[5] Smith, head of Government Documents Division, says his group is unhappy because personnel of the Acquisitions Department are "uncooperative, incompetent, or both." Several are threatening to quit. He wants to discuss the matter with you as soon as possible.

[6] Your library's organization chart was prepared by your predecessor. It has become outdated and no longer reflects the actual operational set-up. The city commissioners have asked that you consolidate the organizational changes you have made and show them in a new organizational chart to be submitted for their approval. This will provide you a long awaited opportunity to streamline your library operations.

Set #2 (Continued)

[7] Your technical services librarian suspects that the wholesaler has not been dealing with you honestly. You must re-examine the accounts together in order to determine whether or not such is the case. The yearly contract is due to be renewed in two weeks.

[8] Your are chairman of an experimental project on oral history which has been in existence for one year. You are required to draw up a report on the activities of the past year for submission to the State Library Association's meeting next week.

[9] Your film program is in the evenings. Most of the films are geared toward the 8-10 age bracket. Parents have asked if you could arrange the films and storytelling sessions so that they would occur in the afternoon. It would be more convenient for them. However, this would conflict with your senior citizen programs and would require considerable reshuffling of space and personnel assignments.

[13] Klimas, head of Gifts and Exchange, has interviewed an applicant for the post of assistant. He feels that she is acceptable and would like you to meet with her since she will be heading his department after he retires next year.

[10] You have been asked by the city commissioners to prepare a memo discussing the pros and cons of switching to a computerized system. Some council members favor it because they feel the library is "not with it." Others oppose the idea on the basis of costs. You are to devise a hypothetical system and indicate what effects, if any, such a system would have on the library's services and functions in the near and long term.

[11] The ordering of new materials by the education, commerce, and social science departments is continually late. As a result your library often fails to take advantage of prepublication prices. Your informal discussions with those involved have shown that the acquisition procedures must be revamped and streamlined. A meeting with the affected departments should be held soon since the major ordering period for this year is just about to begin.

Set #2 (Continued)

[12] The supervisor of the bindery has written you a letter pointing out that most of the materials sent to be bound (periodicals, government documents, etc.) are sent to the bindery at about the same time of the year. As a result, the bindery is overloaded at certain peak periods but relatively idle most of the year. He suggests that you and your department heads meet with him to devise a plan for coordinated submission of materials to the bindery. He urges prompt action since the peak period is almost here.

[14] Burris is rearranging the fiction section again because he failed to provide sufficient space for new acquisitions during the last rearrangement. He has already done this a number of times in the past. You must meet with him to determine the cause of this constant re-shuffling and work out a procedure that will avoid repetition in the future.

[21] A staff meeting was planned for 3 o'clock today. However, you must cancel the staff meeting in order to attend a meeting with the city commissioners. A memo should be sent to all staff members with an explanation for the cancellation and informing them of the subjects to be taken up at the city commissioners meeting.

[15] The city council wants to cut the weekly film program budget by 40% since it has been little used in its first year. Bernardi, who could easily take care of the problem, is on maternity leave. You must draft the necessary memo showing that the service is very important and has gotten as much use as would be expected in the first year. Your projections show that the usage will triple in each of the next two years.

[16] A study group has been formed in the State Library Association to examine the possibility of establishing centralized purchasing for the group. They have asked you to perform a quick survey of the procedures at each institution and to work out a plan for possible integration of purchasing. The report is needed for the meeting next week.

[20] The circulation desk and the reference desk are in constant use. Friction arises when a librarian in one department feels that the other is giving them "all the work." You must hold a meeting with those involved in order to work out a procedure that is equitable to the affected departments and still provides the best service to the patrons.

Set #2 (Continued)

[17] Your old friend Cresnick just called to say that his assistant, Koberger, is moving near your city. She has the promise of a job at the Atwood Library but she hasn't committed herself yet. He recommends her as a topnotch cataloger. You are in great need of a cataloger to head your group. She will be in town this coming week and he will have her stop by for an interview if you wish and will put in a good word for you. The job has been vacant for ten months.

[18] The president of the State Library Association has designated you as a committee of one to study a suggestion by the Department of Health, Education and Welfare that certain large libraries such as yours set up a training program for teenagers. You are to provide a brief outline of how such a plan would work and the possible benefits to the individual, the library, and the community at large.

[19] Complaints have been received by the head of the Circulation Department that service has been too slow in checking out patrons' books. A letter to the editor has already appeared in the local paper. The circulation librarian has requested a meeting with you to evaluate various alternate procedures that she and others have suggested.

DECISION RESPONSE SHEET

INSTRUCTIONS: _____
Name

(1) Divide the problem slips into three equal piles corresponding to Priorities I, II, and III.

(2) When you have made your final determinations, mark each slip with the priority number you have assigned to it.

(3) Please write in the square below the numbers of the tasks which you have assigned to each priority category. These numbers (which are written within the brackets on each slip) do not have to be placed in any particular order within each priority category.

(4) After step #3, take the 21 slips and place them in numerical order from 1 to 21. Please write in the appropriate one of the two columns on the right the priority that you have assigned to each of the 21 slips. Use the digits 1, 2, and 3, for Priorities I, II, and III respectively.

(5) Thank you for your cooperation.

	Set #1	Set #2
Priority I		
Priority II		
Priority III		

	ASSIGNED PRIORITY	
Item	SET #1	SET #2
#1		
#2		
#3		
#4		
#5		
#6		
#7		
#8		
#9		
#10		
#11		
#12		
#13		
#14		
#15		
#16		
#17		
#18		
#19		
#20		
#21		

Scoring Instructions:

In the first and third vertical columns to the left of the page, compute the mean or average priority assigned to each of the items. For each item, #1 through #21 in set #1 and #1 through #21 in set #2, take all the values assigned, total them and divide by the number of people supplying data. Determine the range in priority of items in each set. The item with the lowest average value will indicate the item considered the most important by participants; the item with the highest average value will indicate the item considered to be the least important. (Priority #1 indicated the greatest priority.)

To compute the figures for the second and third vertical columns, compute the standard deviation (S.D.). The standard deviation measures the spread of the scores. The formula for computing this measure is:

$$\text{S.D.} = \sqrt{\frac{N\Sigma X^2 - (\Sigma X)^2}{N^2}}$$

N	=	The number of scores in the sample (the number of persons taking part in the game)
Σ	=	A mathematical sign meaning "the sum of"
X	=	A particular score (i.e., the priority assigned to a particular item by a particular person)
ΣX	=	The sum of the priorities assigned to a particular item by all of the persons taking part in the game
$(\Sigma X)^2$	=	The above sum multiplied by itself
$\sqrt{\quad}$	=	Square root sign

The S.D. is a measure of dispersion that represents the amount of spread in scores (assigned priorities in this case) about the average. A small S.D. indicates that people were very consistent in the priority assigned to a particular item.

In developing test items, it is desirable to devise items with small standard deviation. This makes it possible to determine if a particular person's response is significantly different from the average. If a person's score falls within any value equal to the mean (or average) plus or minus the S. D., then his response falls within the "normal" or "expected" range. However, if his response is above or below the range covered by the S. D., then the response is significantly different from the rest of the group.

If the S. D. is very large so that it covers most of the scores obtained, it is not possible to attach any significance to a particular person's score since the group was not very consistent in their response.

The chart in the upper right hand corner is provided to chart the group scores for the total number of items provided in the graph for each of the POSDCORB functions. Using the chart provided on the second sheet of the scoring sheets:

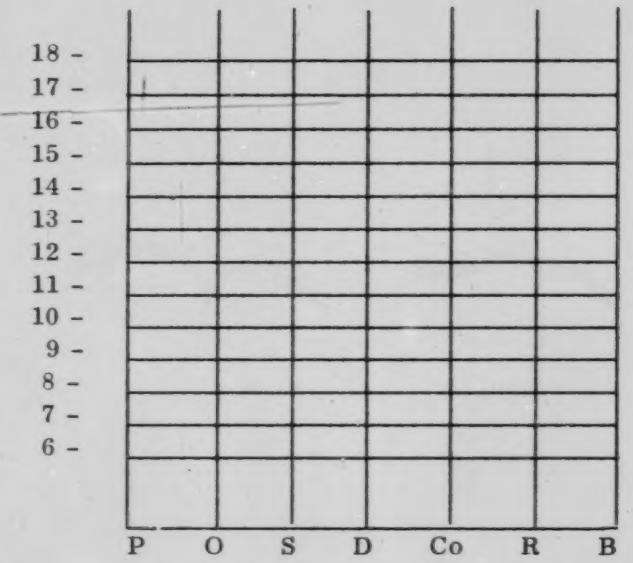
1. Enter in each square the average priority rating computed for that number.
2. Add each vertical column, consisting of the 6 priority numbers assigned to P (Planning), the six for O (Organizing) and similarly for the other five management functions (Staffing, Directing, Coordinating, Reporting, Budgeting).
3. Mark the chart in the upper right corner of the first sheet.
4. Take the total for the P column just computed and enter a dot at the place on the vertical axis corresponding with that number; repeat for each of the other management functions.
5. Draw a connecting line between the seven dots thus placed on the chart.

The chart should be left blank on this page so that when the score sheet is returned to the participants it will be possible for them to plot their own individual score on the graph in the upper right of the first page.

This completed score sheet should be returned to each student along with his answer page to the game, so that every participant will have these sheets in his hand when the results of the game are reported to the class as a whole.

C. U. LIBRARY MANAGEMENT GAME
SCORE SHEET

	SET #1 MEAN	SET #1 S.D.	SET #2 MEAN	SET #2 S.D.
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				
#11				
#12				
#13				
#14				
#15				
#16				
#17				
#18				
#19				
#20				
#21				



GROUP PROFILE CHART

SCORE SHEET - Page 2

	P		O		S		D		Co		R		B	
SET #1	2		3		1		6		5		4		7	
	10		8		13		11		12		9		15	
	20		14		18		17		16		21		19	

SET #2	1		6		5		3		9		4		2	
	10		11		13		14		12		8		7	
	18		19		17		20		16		21		15	

TOTAL ___ ___ ___ ___ ___ ___ ___

TO CONSTRUCT YOUR OWN PROFILE:

1. The typed number corresponds to the number of each slip.
2. Enter in each square the priority rating that you assigned to the item with the corresponding number.
3. Add each column consisting of the 6 priority numbers.
4. Mark the chart on page 1 of the score sheets with the number obtained in step 3.

Post-Game Discussion [for use by leader]

Before starting this discussion, distribute the filled-in score sheets to each of the participants.

This game is a decision making exercise based on a "forced choice" technique. This forced choice technique has some serious limitations, the main one being that it is not a dynamic interactive procedure. As a result, it does not provide means for evaluating a decision maker's capacity for design activities, such as innovating, developing alternative courses of action, or analyzing the consequences of possible courses of action. Most seriously it does not provide an opportunity to actually implement decisions and obtain feedback resulting from the result of those decisions in a real world context. Of course, no gaming situation can provide true feedback in the sense that no one actually does get fired, or actual budgets cut. Games nonetheless do serve useful functions.

The procedure used in this game can provide some instructive information. For one thing it helps to illustrate the great diversity of decision tasks that a library administrator faces. These include not only situations dealing with library materials, but problems associated with interpersonal relations, organizational structure, interaction with external groups at a technical, social, and financial level, and so forth. In addition, the technique used can,if properly developed, provide an indication of an individual's overall management style. By analyzing the relative importance assigned to various types of problems, it may be possible to detect areas that an individual administrator tends to over or under emphasize. The insight thus provided may effect a better balance in his or her management. In other words, the technique provides an indication of a decision maker's attitudes toward various management functions and may reveal unconscious biases.

Summary statements of the results have been provided and have been distributed, so please refer to these while the scores are described. [The summary remarks by the leader might be similar to the following.] Starting from the left, the first column shows the mean or average priority assigned to each of the items (For each item all values assigned were added and divided by the number of people supplying data). Average priority ranged from _____ in item #_____ in set #_____ to _____ in item #_____ in set #_____. In other words, item #_____ (whatever item received the highest average) was considered to be the least important by most people, while item #_____ (item with lowest average priority) was considered to be the most important. (as priority #1 indicates the greatest priority).

Shown in the columns marked S. D. are standard deviations associated with each item. The standard deviation is a statistic which reflects the spread in the priorities assigned to each item. The standard deviations were calculated to illustrate why it is so difficult to evaluate decision behavior. One of the most striking characteristics of the responses may be the great diversity of scores for various items. This illustrates that even a group of knowledgeable people may vary in their perception of a problem. For example, item #_____ of set #_____ had the lowest standard deviation of _____. This particular item was assigned priority #3 by _____people and priority #2 by _____ people, but no one assigned it priority #___1___. So you can see that the class was very consistent relative to this item.

On the other hand #_____ of set #2 had a high standard deviation of _____. In this case _____people assigned it priority_____; _____assigned it priority #_____; and _____assigned it priority #_____, so it can be seen that there was no consistent pattern with a high standard deviation. The average standard deviation was _____.

The game was made up of an equal number of items in each of the 7 categories of management functions distinguished by Luther Gulick, which he designated POSDCORB. At the right hand side of the summary sheet there is a group profile chart showing the relative priorities assigned to each of the POSDCORB categories.

On the second page of the score sheet there is a blank chart which tells you how to construct your own profile, which you can compare with the norm for the group. If you plot the numbers shown on your answer sheet onto the graph shown on the summary sheet you can construct your own individual profile.

You will thus be able to see clearly to which categories you assigned the highest priorities and also how your designations compare with the group norm.

For those interested in designing a management game themselves, a bibliography of references is provided.

Following such a summary report on how the participants completed the game, discussion might center on items in which there was the highest standard deviation to see why differences in these areas were so great.

Also those items receiving the lowest standard deviation might be discussed, here again to determine why the results turned out in this manner.

To round out the topic of delegation the group might discuss a question such as "How can you control delegation?"

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G-4 COOPERATIVE SQUARES

An Experiment in Cooperation

Goals:

The objectives of this activity are (1) to create in the participants an awareness of their feelings in a group task situation; (2) to demonstrate a type of training activity in interpersonal relationships; (3) to enable participants to become more sensitive to how one's behavior may help or hinder joint problem solving; (4) to demonstrate the importance of having confidence and trust in those with whom one is associated in tasks.

Group Size:

Groups of five participants each, extra members being assigned as observers.

Time Required:

Fifteen minutes for the exercise and fifteen minutes for discussion.

Materials Utilized:

Chalkboard, chalk, eraser.
Tables that will seat five participants each.
One set of instructions for each group of five participants and one set for the observer.
One set of cooperative squares for each group of five participants.

Physical Setting:

Each group of five must be seated at a table, and on each table there should be a set of five envelopes and an instruction sheet.

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[1]Adapted from: J. William Pfeiffer and John E. Jones, A Handbook of Structured Experiences for Human Relations Training, Vol. I. (Iowa City, Iowa: University Associates Press, 1970).

Observers should be seated behind or to the side in positions from which they can see the players. No one may talk during the game, and the envelopes may be opened only on signal.

Instructions are as follows:

A. The leader chooses an observer for each group of five participants. These observers are each given a copy of their instructions. The leader then asks each group to distribute the envelopes from the prepared packets. The envelopes are to remained unopened until the signal to work is given.

B. The leader distributes a copy of the instructions to each group.

C. The leader then reads the instructions to the group, calling for questions or questioning groups as to their understanding of the instructions. It will be necessary for the leader or his assistants to monitor the tables during the exercise to enforce the rules which have been established in the instructions.

D. When all the groups have completed the task, the leader will engage the groups in a discussion of the experience. Discussion should focus on feelings more than merely relating experiences and general observations. Observations are solicited from the observers. The leader may want the groups to relate this experience with their "on-the-job" situations.

   Some suggestions which the leader may want to bring out of the groups in the discussion are as follows:

   1. Each individual must understand the total problem.

   2. Each individual should understand how he can contribute toward solving the problem.

   3. Each individual should be aware of the potential contributions of the other individuals.

   4. There is a need to recognize the problems of other individuals, in order to aid them in making their maximum contribution.

Directions for Making a Set of Squares

A set consists of five envelopes containing pieces of cardboard which have have been cut into different patterns and which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares of equal size, approximately six-by-six inches. Place the squares in a row and mark them as on the attached sheets, penciling the letters a, b, c, etc. lightly, so that they can later be erased.

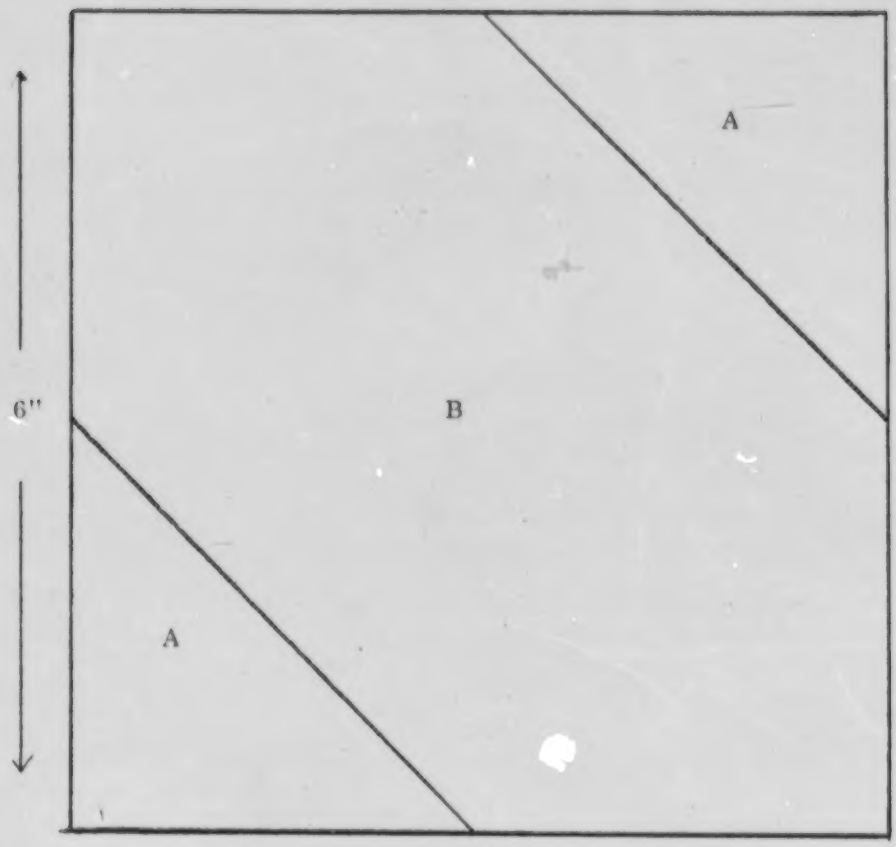
The lines should be so drawn that, when cut out, all pieces marked a will be of exactly the same size, all pieces marked c of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six-by-six inches.

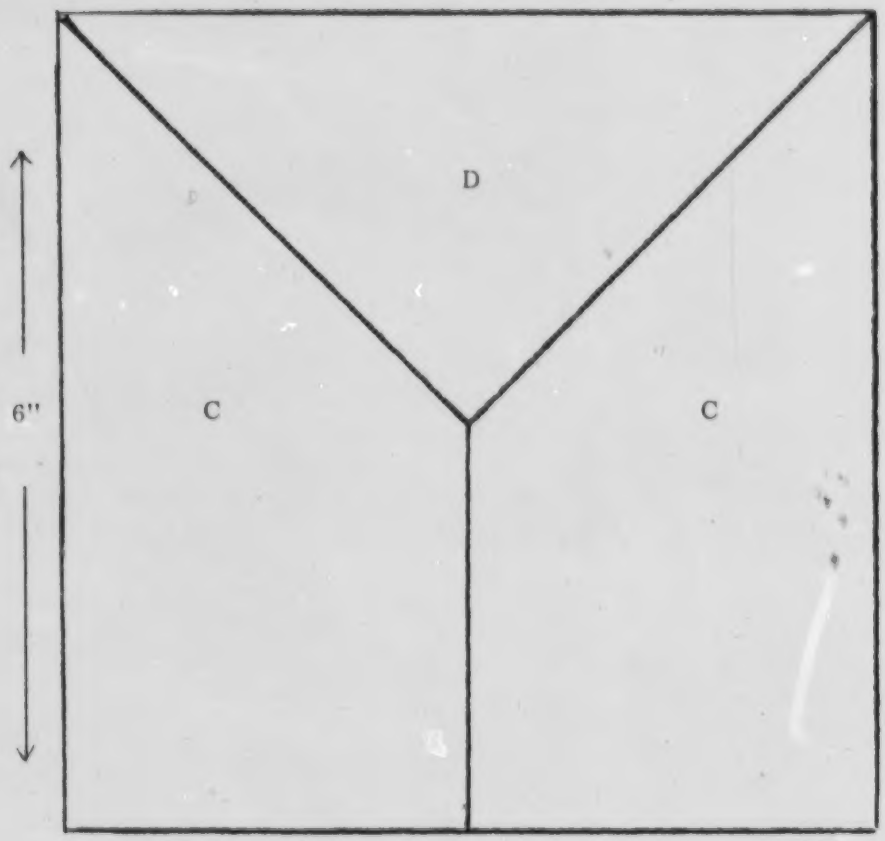
After drawing the lines on the six-by-six inch squares and labeling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark the five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

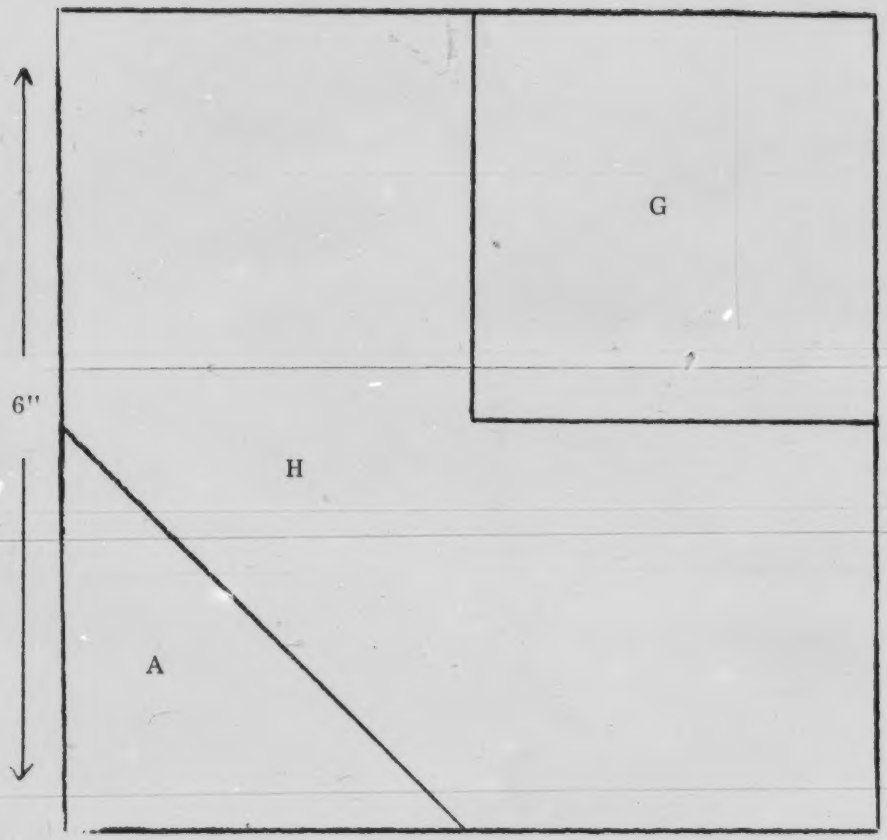
Envelope A has pieces	i, h, e
B	a, a, a, c
C	a, j
D	d, f
E	g, b, f, c

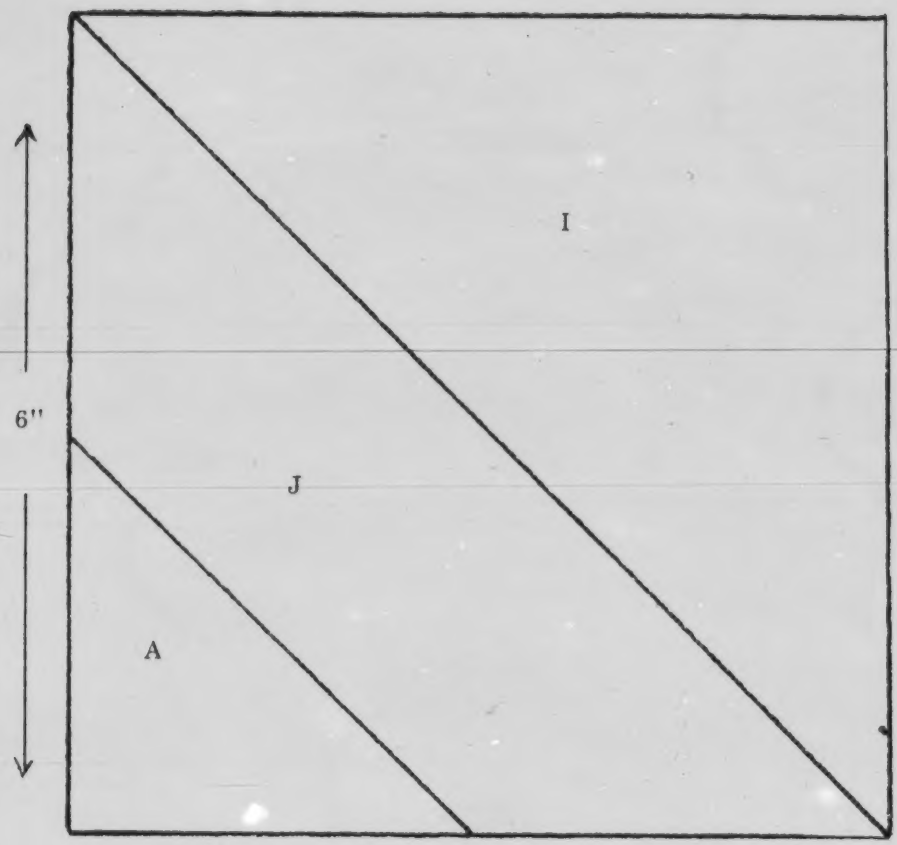
Erase the penciled letter from each piece and write, instead, the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.


A
6"
B
A


D
6"
C
C

6"
E
F
F


G
6"
H
A


I
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READINGS.READINGS
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AID SUMMARIES: READINGS

Introduction

In this section a special collection of readings on human behavior in organizations has been selected from a wide variety of sources, chiefly the behavioral disciplines and management literature.

These readings for the course have been selected in order to:

--explore the human dimensions of organizations.

--relate behavioral science research to the understanding of organizational human behavior in the library.

--provide source material which will help the reader develop a philosophy of management practices in library organizations and resultant human behavior.

Because of space limitations, these readings have not been duplicated, but each is briefly described and related to a particular section of the course. Leaders who wish to distribute copyrighted materials included in this section must request permission from the original publisher before duplicating material for distribution to participants. If the readings were reproduced they would then form a separate volume, a human resources reader.

There is a great advantage in having such a reader for the participants, as easy access to the articles will greatly increase the likelihood of their being read. An important element in making the readings attractive to participants is the manner in which reference is made to specific articles. It is not envisioned that these readings will be assigned, and they should not be thought of as a textbook or even a supplementary textbook. Rather, it is envisioned that the leader will be so thoroughly familiar with them that he can refer participants to specific articles both in answer to individual questions, and in response to interest expressed during group discussions.

Throughout the Study Guide and the Leader's Handbook: Designs for Learning, bibliographical references to selections listed in the readings are designated by (Readings) at the end of the entry.

This section on Readings is divided into three parts:

1. Readings listed by units as follows:

Introduction:	Research and Learning	(8 readings)
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Section 2:	Human Personality in the Organization	(11 readings)
Section 3:	Integration of Manager and Worker Systems	(15 readings)
Section 4:	Motivation in the Work Work Place	(23 readings)

2. Readings listed by units with an annotation on each item, and complete bibliographical citation.

3. An alphabetical list of authors included in the Readings.

AID SUMMARIES: READINGS

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Joe Kelly
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3 EFFECTS OF MANAGEMENT DEVELOPMENT ON MANAGEMENT BEHAVIOR AND SUBORDINATE PERCEPTION
F. C. Schwartz, W. P. Stilwell, and B. K. Scanlan
Articles from the Training and Development Journal, April, May, 1968.

4 THE SOCIALIZATION OF MANAGERS: THE EFFECTS OF EXPECTATIONS ON PERFORMANCE
David Berlew and Douglas Hall
Article from the Administrative Science Quarterly, June, 1966.

5 BREAKTHROUGH IN ON-THE-JOB TRAINING
Earl R. Gomersall and M. Scott Myers
Article from the Harvard Business Review, July-August, 1966.

6 MILITARY TRAINING AND PRINCIPLES OF LEARNING
Robert M. Gagné
Article from American Psychologist, February, 1962.

7 ANDROGOGY, NOT PEDAGOGY!
Malcolm S. Knowles
Article from Adult Leadership, April, 1968.

8 PERSONNEL TRAINING AND DEVELOPMENT.
John P. Campbell
Article from Annual Review of Psychology, 1971.

SECTION 1:
THE EVOLUTION, OBJECTIVES AND ASSUMPTIONS OF MANAGEMENT

9 THE LEADER OF THE FUTURE
Warren G. Bennis
Article from Public Management, March, 1970.

10 TAYLOR'S TESTIMONY BEFORE THE SPECIAL HOUSE COMMITTEE
Frederick W. Taylor
Excerpt from his book Scientific Management, published in 1947.

11 THE INSIGHT OF HUMAN RELATIONS--
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Peter F. Drucker
Excerpt from his book, The Practice of Management, published in 1954.

12 THINKING AHEAD: WHAT PRICE HUMAN RELATIONS?
Malcolm P. McNair
Article from Harvard Business Review, March-April, 1957.

13 MCGREGOR REVISITED AND REAFFIRMED
Richard Beckhard
Article from the news bulletin, BNA Films Projector, January, 1971.

14 MOTIVATION AND CONTROL IN ORGANIZATIONS
Gene W. Dalton
Excerpt from his book, Motivation and Control in Organizations, published in 1971.

15 PROFILES OF THE FUTURE: SPECULATION ABOUT HUMAN ORGANIZATION IN THE 21ST CENTURY
John F. Mee
Article from Business Horizons, February, 1971.

16 THE MANAGEMENT PROCESS IN 3-D: A DIAGRAM SHOWING THE ACTIVITIES, FUNCTIONS, AND BASIC ELEMENTS OF THE EXECUTIVE'S JOB
R. Alec Mackenzie
Article from Harvard Business Review, November-December, 1969.

17 PLANNING THE STRATEGIES IN COMPLEX ORGANIZATIONS
Fremont E. Kast
Excerpt from the book, Education, Administration and Change: The Redeployment of Resources, edited by Lanore A. Netzer and others, 1970.

18 MANAGEMENT METHODS OF IMPROVING HUMAN RELATIONS: A REPORT OF THE 10TH INTERNATIONAL MANAGEMENT CONGRESS
Earl G. Planty, editor.
Report from Personnel, May, 1954.

19 HUMAN RELATIONS OR HUMAN RESOURCES?
Raymond E. Miles
Article from Harvard Business Review, July-August, 1965.

20 FOREMAN ROLE CONFLICT: AN EXPRESSION OF CONTRADICTIONS IN ORGANIZATIONAL GOALS
R. A. Hudson Rosen
Article from Industrial and Labor Relations Review, July, 1970.

21 A SYSTEMS VIEW OF LABOR NEGOTIATIONS
A. Dale Allen, Jr.
Article from Personnel Journal, February, 1971.

22 OVERCOMING UNION OPPOSITION TO JOB ENRICHMENT
M. Scott Myers
Article from the Harvard Business Review, May-June, 1971.

23 THE CRISIS IN PUBLIC EMPLOYEE RELATIONS
Excerpts on objectives of unions, public employee strikes, and the development of community support for collective bargaining from capsule history by the Bureau of National Affairs, published in 1971.

24 COLLECTIVE BARGAINING AGREEMENT BETWEEN TRUSTEES OF COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK
AND
LOCAL 1199, DRUG AND HOSPITAL UNION, AFL-CIO,
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25 A STUDY OF TENSIONS AND ADJUSTMENT UNDER ROLE CONFLICT
Donald M. Wolfe and J. Diedrick Snoek
Article from The Journal of Social Issues, July, 1962.

26 A THEORY OF HUMAN MOTIVATION
Abraham H. Maslow
Article from Psychological Review, May, 1943.

27 PSYCHOLOGY AND AGGRESSION
Elton B. McNeil
Article from Journal of Conflict Resolution, September, 1959.

28 THE ROLE OF FRUSTRATION IN SOCIAL MOVEMENTS
Norman R. F. Maier
Article from Psychological Review, November, 1942.

29 SOME EFFECTS OF CLOSE AND PUNITIVE SUPERVISION
Robert C. Day and R. L. Hamblin
Article from American Journal of Sociology, March,1964.

30 PRINCIPLES OF BEHAVIOR MODIFICATION
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Albert Bandura
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George S. Odiorne
Article from Management of Personnel Quarterly, Summer, 1971.

33 THE PSYCHOLOGICAL BARRIERS TO MANAGEMENT EFFECTIVENESS
Robert H. Schaffer
Article from Business Horizons, April, 1971.

34 THE APPLICATION OF PSYCHOLOGICAL THEORY IN EDUCATIONAL SETTINGS: AN OVERVIEW
A. Raymond Cellura
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J. M. Pennings
Article from Administrative Science Quarterly, June, 1971.

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40 PERSONNEL PLANNING FOR A LIBRARY MANPOWER SYSTEM
Robert Lee and Charlene Swarthout Lee
Article from Library Trends, July, 1971.

41 THE SOCIAL ENVIRONMENT AND MENTAL HEALTH
John R. P. French, Jr.
Article from The Journal of Social Issues, October, 1963.

42 SOME EFFECTS OF THE CHANGING WORK ENVIRONMENT IN THE OFFICE
Floyd C. Mann and Lawrence K. Williams
Article from The Journal of Social Issues, July, 1962.

43 THE SWINGING PENDULUM OF MANAGEMENT CONTROL
Gerry E. Morse
Excerpt from the book, The Systems Approach to Personnel Management, 1965.

44 THE TOTAL-SYSTEM APPROACH
Charles W. Neuendorf
Excerpt from the book, The Systems Approach to Personnel Management, 1965.

45 EXECUTIVE BEHAVIOUR
Sune Carlson
Excerpt from his book Executive Behaviour : A Study of the Work Load and the Working Methods of Managing Directors, 1951.

46 HOW TO CHOOSE A LEADERSHIP PATTERN
Robert Tannenbaum and Warren H. Schmidt
Article from Harvard Business Review, March-April, 1958.

47 THE CONTINGENCY MODEL: A THEORY OF LEADERSHIP EFFECTIVENESS
F. E. Fiedler
Excerpt from the book Problems in Social Psychology, edited by C. W. Backman and P. F. Secord, 1966.

48 COMMUNICATION AND CONTROL
Fremont A. Shull and Andre L. Delbecq
Excerpt from their book Selected Readings in Management: Extensions and Modifications, 1962.

49 TALKING AT OR TALKING WITH
John A. Howland
Article from Bell Telephone Magazine, March/April, 1971.

50 GUIDELINES TO THE DEVELOPMENT OF HUMAN RESOURCES IN LIBRARIES: RATIONALE, POLICIES, PROGRAMS AND RECOMMENDATIONS
Guidelines Subcommittee of the Staff Development Committee, Personnel Administration Section, Library Administration Division, ALA
Article from Library Trends, July, 1971.

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51 LET'S PUT MOTIVATION WHERE IT BELONGS -- WITHIN THE INDIVIDUAL
Leon Ackerman
Article from Personnel Journal, July, 1970.

52 CONDITIONS FOR MANAGER MOTIVATION
M. Scott Myers
Article from Harvard Business Review, January-February, 1966.

53 AN UNEASY LOOK AT PERFORMANCE APPRAISAL
Douglas McGregor
Article from Harvard Business Review, May-June, 1957.

54 PERSONNEL EVALUATION AS AN IMPETUS TO GROWTH
Ernest R. DeProspo
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55 A FRESH LOOK AT MANAGEMENT BY OBJECTIVES
Robert A. Howell
Article from Business Horizons, Fall, 1967.

56 THE CONCEPT OF ORGANIZATIONAL CLIMATE
Renato Tagiuri
Excerpt from Organizational Climate: Explorations of a Concept, edited by Renato Tagiuri and George H. Litwin, 1968.

57 THE HUMAN SIDE OF LIBRARIES
Cecily J. Surace
A paper presented for an AMA course in Los Angeles, 1968.

58 PARTICIPATIVE MANAGEMENT IN LIBRARIES
Maurice P. Marchant
Excerpt from the book New Directions in Staff Development: Moving From Ideas to Action, edited by Elizabeth W. Stone, 1971.

59 SOME PERSONALITY DETERMINANTS OF THE EFFECTS OF PARTICIPATION
Victor H. Vroom
Article from The Journal of Abnormal and Social Psychology, November, 1959.

60 MOTIVATING PEOPLE WITH MEANINGFUL WORK
William J. Roche and Neil L. MacKinnon
Article from Harvard Business Review, May-June, 1970.

61 ONE MORE TIME: HOW DO YOU MOTIVATE EMPLOYEES?
Frederick Herzberg
Article from Harvard Business Review, January-February, 1968.

62 EVERY EMPLOYEE A MANAGER: MORE MEANINGFUL WORK THROUGH JOB ENRICHMENT
M. Scott Myers
Article from California Management Review, Spring, 1968.

63 SELECTION BY OBJECTIVES: A FUNCTION OF THE MANAGEMENT BY OBJECTIVES PHILOSOPHY
Edwin L. Miller
Article from Public Personnel Review, April, 1968.

64 THAT URGE TO ACHIEVE
David C. McClelland
Article from Think, November-December, 1966.

65 TO KNOW WHY MEN DO WHAT THEY DO:
A CONVERSATION WITH DAVID C. MCCLELLAND
T. George Harris
An interview with McClelland published in Psychology Today, January, 1971.

66 A MODERN CONCEPT OF MOTIVATION
Lloyd Homme
Excerpt from the book Education, Administration and Change: The Redeployment of Resources, edited by Lanore A. Netzer, and others, 1970.

67 MANAGEMENT AND MORALE
F. J. Roethlisberger
Excerpt from his book Management and Morale, 1949.

68 WHAT IS OD?
NTL Institute
A brief description of Organization Development printed in News and Reports from NTL Institute for Applied Behavioral Science, June, 1968.

69 WHAT'S SO ODD ABOUT OD?
William J. Crockett
An article published in Administrative Management Society Report, November, 1970.

70 AGENTS OF CHANGE
Douglas Brynildsen and T. A. Wickes
Article from Automation, October, 1970.

71 OD--FAD OR FUNDAMENTAL?
Robert R. Blake and Jane Srygley Mouton
An article printed in the Training and Development Journal, January, 1970.

72 MANAGEMENT AND ORGANIZATION DEVELOPMENT:
WHAT IS THE TARGET OF CHANGE?
W. Warner Burke and Warren H. Schmidt
An article from Personnel Administration, March-April, 1971.

73 MAKE WAY FOR THE NEW ORGANIZATION MAN
Mack Hanan
Article from Harvard Business Review, July-August, 1971.

AID SUMMARIES: READINGS

Introduction: Research and Learning

SOME UNINTENDED CONSEQUENCES OF RIGOROUS RESEARCH
Chris Argyris

The significance of this article is probably best emphasized by quoting from a review of it by Campbell: "One of the most provocative methodological papers of recent years is the attack by Argyris on the scientific method as it is used in the social sciences. It should be read and reread by everyone who wants to do empirical research in organizations. The main thrust of his argument is that much of the research in social and organizational psychology creates a Theory X relationship between the researcher and the subjects, with predictable consequences for subject behavior." [John P. Campbell, "Personnel Training and Development," Annual Review of Psychology, 22:579, Spring, 1971] According to Argyris, research subjects are not passive, and the only way to get around the dilemma is to involve them as full participants in the research effort. Obviously this would rule out such techniques as deception research, many questionnaire studies, and many studies requiring control groups.

Source: Argyris, Chris. "Some Unintended Consequences of Rigorous Research," Psychological Bulletin, 70:185-197, September, 1968.

USE OF THE BEHAVIOURAL SCIENCES: METHODS OF RESEARCH
Joe Kelly

Dr. Joe Kelly, Professor of Management, Sir George Williams University, Montreal, in his recent book, Organizational Behaviour, has summarized in an unusually effective manner the way the behavioral sciences can be of use in the study of management. Included in his presentation is the discussion of the scientific method, including a description of the three fundamental data collecting procedures used in behavioral science for studying organizations: interviewing, observation, and examination of documents.

He points out that "the basic premise of a science of management must be that the methods of science can be applied to the study of organizations" but emphasizes that at the present time there is no unanimous agreement regarding the best way to fuse research and theorizing. He sees four questions of paramount importance:

1. "What would be the relationship between the development of theoretical constructs and the systematic collection of data?
2. What should be the proper objects of study; should it be the individual, the group, or the organization?
3. What techniques of observation should be used?
4. Finally how can the multiplicity of factors which affect organization behaviour be incorporated into a meaningful set of concepts?" (pp. 48-49)

Relating behavioral science to the study of management he stresses eight characteristics of behavioral science, starting with the basic condition that it is "positive as opposed to normative, i.e., it is concerned with events as they are and not as they should be. In other words, behavioural science is made of 'is propositions' rather than 'ought propositions.'" (p. 53)

Emphasizing the never-ending need for further experimentation and research, he concludes:

> Too often has management been so preoccupied with policies, procedures, and rules that it has been unable to liberate the energies of the creative forces that all individuals bring to work. This stifling of the creative and innovative spirit within the organization has highlighted the need for the organizational analyst to design structures within which the individual can meet his needs for self-renewal and yet help the organization to be effective.
>
> The demanding standards of a technologically sophisticated society lead to the development of ingenious and powerful management techniques which have the effect of dehumanizing the employee. The student of organizational behaviour accepts that the impact of the organization on the individual warrants constant study. The aim of organizational behaviour must be the fulfillment of the need for better achievement of the organization's objectives through the integration of the aspirations of its members. (pp. 55-56)

Source: Kelly, Joe, Organizational Behaviour, (Homewood, Ill.: Irwin and Dorsey, 1969), pp. 1-57.

EFFECTS OF MANAGEMENT DEVELOPMENT ON MANAGER BEHAVIOR AND SUBORDINATE PERCEPTION

F. C. Schwartz, W. P. Stilwell, and B. K. Scanlan

This study of a university sponsored management development program is distinctive and worthy of study because of its sound methodology, which used a feasible experimental research design worth using in other research studies. The study provided information to the effect that there did seem to be important interactions between the development program in which participants took part and parts of the organization.

Source: Schwartz, F. C., W. P. Stilwell and B. K. Scanlan, "Effects of Management Development on Manager Behavior and Subordinate Perception," Training and Development Journal, 22:24-30, May, 1968.

_____. "Effects of Management Development on Manager Behavior and Subordinate Perception," Training and Development Journal, 22:38-50, April, 1968.

THE SOCIALIZATION OF MANAGERS: THE EFFECTS OF EXPECTATIONS ON PERFORMANCE

David Berlew and Douglas Hall

A study which convincingly shows that there is a direct relationship between the expectations that an organization has for its employees and the performance of those employees. This public utility corporation study set expectations for the new employee in terms of type and quality of contributions, and performance was measured by the rate of salary growth. Those for whom the company set the highest expectations were among the company's highest performers five years later.

Source: Berlew, David and Douglas Hall. "The Socialization of Managers: The Effects of Expectations on Performance," Administrative Science Quarterly, 11:207-223, June, 1966.

BREAKTHROUGH IN ON-THE-JOB TRAINING
Earl R. Gomersall and M. Scott Myers

A valuable article from several points of view. First, it stresses the importance of experimenting with new theories developed in the behavioral sciences in the work place. "The manager should look to behavioral scientists not to solve his problems, but only to provide needed information about them. To ask the scientists to do more robs the manager of his charter and violates the very principle which he is expected to implement through job enlargement." (p. 71)

Secondly, it provides concrete research in an extremely critical area of an organization's activities (and one seldom subjected to research)--the initial orientation period of the employee in which the employee defines his activities, and learns what is expected of him by the organization, and how he is to learn his job. The orientation training period provided at the Texas Instruments Company, as described in this study, was designed to reduce the anxiety of new employees by explaining exactly what the company expected, the hazing they would probably get from experienced employees, and the type of behavior to expect from their own immediate supervisor. The experiment showed that, compared to a control group, those receiving such orientation reached high production levels much sooner.

Other important emphases brought out in the study are the importance of an atmosphere of approval, genuine respect, and interest in the work place, and the value of job enlargement (enrichment) as a means of making the employee in a real sense a manager himself.

Source: Gomersall, Earl R. and M. Scott Myers, "Breakthrough in On-The-Job Training," Harvard Business Review, 44:62-72, July-August, 1966.

MILITARY TRAINING AND PRINCIPLES OF LEARNING
Robert M. Gagné

This is the now classic paper in which Gagné first made the reasonable assumption that total performance can be analyzed into a set of component tasks that are relatively distinct from each other and that proficiency on task components is what determined total performance. Based on

these assumptions Gagné formulated the basic concepts of training design to be: (a) identifying the task components that make up the desired performance; (b) incorporating these component tasks into a training program; (c) arranging the learning of the components in an optimal sequence for transfer to total performance. He places primary emphasis on what is to be learned and the substantive content of training or development experience. After these important components have been met, then attention can be turned to other matters such as specific techniques to be used. He considered so-called "learning principles" as secondary in importance to the considerations cited above.

In summing up his case for the position that task analysis has everything to do with training, he states: "If I were faced with the problem of improving training, I should not look for much help from the well-known learning principles like reinforcement, distribution of practice, response familiarity, and so on. I should look instead at the technique of task analysis, and at the principles of component task achievement, intratask transfer, and the sequency of subtask learning to find those ideas of greatest usefulness in the design of effective training. Someday I hope that even the laboratory learning psychologist will know more about these principles." (p. 90)

In reviewing this paper, Campbell states: "Unfortunately Gagné's statement has stimulated very little activity among people interested in organizational training and development. It stands in a state of suspended animation. What follows is a mere pittance of what there should be."
[John P. Campbell, "Personnel Training and Development," Annual Review of Psychology, 20:567, April, 1971]

Source: Gagné, Robert M. "Military Training and Principles of Learning," American Psychologist, 17:83-91, February, 1962.

ANDROGOGY, NOT PEDAGOGY!
Malcolm S. Knowles

Dr. Malcolm S. Knowles is the director of the graduate program of adult education at Boston University which started in 1960 with the dual objectives of extending knowledge about adult learning through research and equipping adult education practitioners with the competencies

uniquely required for the effective management of learning experiences for adults. In this program, Knowles has been developing and testing his theory of learning, which he has named androgogy -- the art and science of helping adults to learn -- as distinguished from pedagogy -- the art and science of teaching children. Androgogy is derived from the Greek stem andr- (man) as the parallel to the Greek stem paed- (child) from which pedagogy is derived.

Practically, his theory involves shifting, in the adult learning process, from transmittal techniques toward experimental techniques. Thus there is a shift away from such transmittal techniques as lectures, assigned reading, canned audio-visual presentations to experimental techniques that make use of the learner's own experience, such as simulation exercises, case method, critical incident process, community action projects, and a wide variety of small group discussion techniques. In androgogy "action learning" and "participative learning" are "printed in bold face." (p. 396)

Knowles emphasizes that the reason an adult enters into education at all is to be able "to better deal with some life problem about which he feels inadequate now." (p. 386) Thus, an adult's approach to education is problem-centered and Knowles contends that the organizing principle for the curriculum of adult education should involve problem areas rather than subject categories. Another difference in the approach to androgogy as opposed to pedagogy is the importance of starting adult learning with the problems and concerns that the adult learners bring with them. "The first thing that adult educators typically do in a classroom situation is to take a problem census. They have their adult students identify what it is that they are curious about or worried about or concerned about. Then they build a learning program around these curiosities and concerns. Accordingly androgogy is a student-centered, problem-oriented technology." (p. 396)

Source: Knowles, Malcolm S. "Androgogy, Not Pedagogy!", Adult Leadership, 16:350-352, 386, April, 1968.

PERSONNEL TRAINING AND DEVELOPMENT
John P. Campbell

Dr. John P. Campbell, Associate Professor of Psychology at the University of Minnesota, and senior author of Managerial Behavior Performance and Effectiveness (New York: McGraw-Hill, 1970),

presents the first comprehensive review of literature on "Personnel Training and Development" to be published by the Annual Review of Psychology. After commenting on the sad state of training and development literature in general -- "voluminous, nonempirical, nontheoretical, poorly written, and dull," as well as "foolish in the extreme" -- Campbell comprehensively reviews the recent literature in four general areas: theoretical and conceptual issues bearing on the training and development problem; recent developments in training techniques; fresh thoughts on the evaluation problem; and empirical literature in several specific topics.

If training and development are to be important in the area of behavior change, Campbell feels it will be necessary to:

"1. Devote considerable time to an empirical analysis, via the systems approach, of the training and development system and its interactions with other systems.
2. Take an intelligent plunge into the methods and concepts of behavior modification... [as exemplified by Bandura] ;
3. Adopt the PI [programmed instruction] model for every training activity. That is, our task should be to specify terminal behaviors, decompose the learning task into its structural components, and seek an optimal sequence of these components. This is rational not mechanistic behavior.
4. Forget about the either/or approach to training evaluation. Instead, we should worry about measuring behavioral outcomes and their interaction with other subsystems in the organization. We should also worry about the differential effects of competing training strategies. Knowing these differential effects is the ultimate payoff." (pp. 594-595)

Source: Campbell, John P. "Personnel Training and Development," Annual Review of Psychology, 22:565-602, Spring, 1971.

AID SUMMARIES: READINGS

Section 1:

The Evolution, Objectives and Assumptions of Management

THE LEADER OF THE FUTURE
Warren G. Bennis

Rather than thinking about the organization as a machine, as Weber conceptualized bureaucracy, Bennis conceptualizes the model of an organization in terms of an organic metaphor -- a description of a process, not structural arrangements. The process must include such terms as: open, dynamic systems, developmental, organic adaptive. Such a model leads to a new concept of leadership, which he summarizes as: an active method for producing conditions where people and ideas and resources can be seeded, cultivated, and integrated to optimum effectiveness and growth.

Immediately following its publication in the March 1970 issue of Public Management, one mid-western library system used this article to initiate a highly successful series of informal luncheon discussions on staff development.

Source: Bennis, Warren G. "The Leader of the Future," Public Management, 52:13-19, March, 1970.

TAYLOR'S TESTIMONY BEFORE THE SPECIAL HOUSE COMMITTEE
Frederick W. Taylor

Scientific Management is the oldest of our American approaches to the management of worker and work; it rose together with the new profession of engineering in the last decades of the 19th century. There have been a great many refinements; yet the most mature and most dramatic statement on Scientific Management is still the testimony Taylor gave on January 25, 1912 before a Special Committee of the House of Representatives whose appointment was due to pressure on Congress brought by organized labor.

Taylor's testimony showed that scientific management was more than techniques, it was a way of thought. The early advocates of this movement felt it was truly a revolution in management values -- a revolution through which the pioneers saw a way to obtain a mutuality of interests among those dependent on business for a living.

Source: Taylor, Frederick Winslow. "Taylor's Testimony Before the Special House Committee: A Reprint of the Public Document," Hearings Before Special Committee of the House of Representatives to Investigate the Taylor and Other Systems of Shop Management Under Authority of House Resolution 90, in Scientific Management: Comprising Shop Management, The Principles of Scientific Management, Testimony Before the Special House Committee. New York: Harper & Row, 1947, pp. 25-30. (See also: "Frederic W. Taylor," Systems and Procedures Journal, (March/April, 1963), 24-30.)

THE INSIGHT OF HUMAN RELATIONS--AND ITS LIMITATIONS
Peter F. Drucker

An excerpt from his book, The Practice of Management, in which Peter Drucker, a leading author in the field of management, evaluates the human relations movement.

In a few words Drucker points out the strengths that have come to management from the human relations movement, but at the same time he also points out some of the limitations. He states that his discussion "does not mean that we have to discard Human Relations. On the contrary, its insights are a major foundation in managing the human organization... Though their achievement is great, it is not adequate." (p. 280)

Source: Drucker, Peter F. "The Insight of Human Relations -- and Its Limitations," in The Practice of Management. New York: Harper, 1954, pp. 278-80.

THINKING AHEAD: WHAT PRICE HUMAN RELATIONS?
Malcolm P. McNair

This is now a classic article by a Harvard Business School professor published in 1957, which warns against some of the "fads" that he found creeping into the human relations movement at that time.

McNair's criticism of the human relations movement is not with what he terms the "solid substance" but in the "fad" aspects of the movement. Solid substance he identifies as including: basic research in the behavioral sciences in order to seek understanding of the behavior of people as workers and members of organizations; respect for the dignity of the individual and his integrity as based on the principles of Christian ethics; recognition that people at work, like people everywhere, want to be treated as belonging to and being an integral part of some group; realization that leadership has to be earned -- it cannot be conferred; recognition of the importance of listening in the communications process. His "fad" list includes: thinking of human relations as a purely technical skill; manipulating people for one's own ends, which fosters conformity rather than individuality and subordinates the development of individuals; believing human relations is the only part of the manager's job; lack of emphasis on will power, self-control and personal responsibility; emphasis on trying to find the hidden thoughts of everyone--including oneself; teaching human relations concepts before one has had practical working experience. Perhaps his fears are best summed up in his statement: "I am totally unable to associate the conscious practice of human relations skill (in the sense of making people happy in spite of themselves or getting them to do something they don't think they want to do) with the dignity of an individual person created in God's image." (p. 28)

Source: McNair, Malcolm P. "Thinking Ahead: What Price Human Relations?" Harvard Business Review, 35:15 ff., March/April, 1957.

MCGREGOR REVISITED AND REAFFIRMED
Richard Beckhard

In a brief but forceful article, Beckhard presents the dilemma that faces managers today: "How can we optimally integrate the technical and human resources and energy that we manage toward achieving the organization's mission...and at the same time so manage the working arrangements and role relationships that people's needs for self-worth, growth, and satisfaction are significantly met in our organizations?" (p. 2)

He presents the thesis that because of the completely new expectations of the contract between employer and employee, there is no longer any choice left the manager as to whether he will operate under the framework of Theory X assumptions or McGregor's Theory Y assumptions. If the manager is tuned in to the new values existing today, he must adopt Theory Y concepts.

Source: Beckhard, Richard, "McGregor Revisited and Reaffirmed," BNA Films Projector, January, 1971, pp. 2-3.

MOTIVATION AND CONTROL IN ORGANIZATIONS
Gene W. Dalton

Helpfully relating the concept of motivation to that of control, Professor Dalton of Harvard University identifies three major types of controls used in organizations, each with its own standards, its own monitoring system, and its own system for corrective action when behavior does not meet standards. These three -- organizational, social, and individual controls -- are compared in relation to five organizational variables both in the text and in a helpful chart (p. 15).

Dalton traces the history of management in relation to the types of controls managers have used to achieve their objectives, including the work of three sociologists, Merton, Selznick, and Gouldner, as well as Taylor and those in the human relations school. Practice and research related to motivation theory is critically reviewed and related to performance measures and controls.

Source: Dalton, Gene W. "Motivation and Control in Organizations," in Gene W. Dalton and Paul R. Lawrence, eds. Motivation and Control in Organizations. (Homewood, Ill.: Irwin and Dorsey, 1971), pp. 1-35.

PROFILES OF THE FUTURE: SPECULATION ABOUT HUMAN ORGANIZATION IN THE 21ST CENTURY
John F. Mee

Starting with the concept that "human organization embodies the achievement of results by people who perform work functions in some set of relationships, and who are motivated by their values," Mee assumes that the values and the motivations of human beings will determine the nature and characteristics of future organizations. Indicators, already in evidence, indicate that organizations will have the characteristics of a total systems concept; decision making and planning will become more decentralized, providing many with the opportunity to realize satisfaction from their contributions; authority will flow from the desired results of a system rather than from the dictation of one individual; knowledge and values of individuals will determine their place in the total system as well

as the subsystems; the individual's opportunities for self-realization will be determined by his competence to achieve desired results in systems assignments.

The spirit of the article is caught from the following quote from Mee: "We can either bring our desired future into existence by predetermining it, or yield to destiny by reacting and adjusting to environmental chance happenings. Planning is not speculation or forecasting; it is dynamic rather than static, and requires foresight plus causative actions to make the future develop to the planner's advantage. For the first time in history, our nation has the human talent with the knowledge, abilities and skills, and the experience to develop organizations to achieve desired economic and social goals."(p. 14)

Source: Mee, John F. Profiles of the Future: Speculation About Human Organization in the 21st Century," Business Horizons, 14:5-7, 10-16, February, 1971.

THE MANAGEMENT PROCESS IN 3-D: A DIAGRAM SHOWING THE ACTIVITIES, FUNCTIONS, AND BASIC ELEMENTS OF THE EXECUTIVE'S JOB

R. Alec Mackenzie

The three-dimensional diagram presented by R. Alec Mackenzie, Vice-President of the Presidents Association, Inc., and co-editor of Managing Your Time, is designed to show the various aspects of management and their relationship to the three basic elements a manager deals with: ideas, things, and people. In selecting the elements and functions to be displayed, Mackenzie did extensive research, part of which is documented in a note in which he lists nine books and papers by nine scholars.

The chart is so set up and designed that its analytic apparatus, happily, does not hinder synthesis; that is, items are so arranged that they can be seen not only in isolation but also in relation to other items. Related elements are analyzed as related; and interrelated elements are analyzed as interrelated; the analysis, then, helps the reader toward his own synthesis of the complex things covered by the single term "management." An example of how the chart strives for synthesis through analysis is shown in the following quote from Mackenzie: "Three functions -- problem analysis, decision making, and communication -- are important at all times

and in all aspects of the manager's job; therefore, they are shown [on the chart] to permeate his work process." The chart brings out clearly the sequence, relatedness, and interrelatedness of the functions that are singled out for analysis and isolation. Mackenzie's chart is an example of how skillful analysis can complement synthesis.

Under the rubric of things to be gained from the chart, the author states that he hopes it will be conducive to establishing a standard vocabulary of management terminology. The chart, when read from the center outward toward the circumference, culminates in a series of definitions. But it is more instructive than an ordinary glossary. By the time one reaches the definitions, going through the analytic apparatus from center to circumference, the definitions, though not at all novel, take on added meaning.

Source: Mackenzie, R. Alec. "The Management Process in 3-D: A Diagram Showing the Activities, Functions, and Basic Elements of the Executive's Job," Harvard Business Review, 42:86-87, November-December, 1969.

PLANNING THE STRATEGIES IN COMPLEX ORGANIZATIONS
Fremont E. Kast

After opening with an extremely brief, but comprehensive, summary of the evolution of organizations in our society and the development of modern organization theory using a systems approach, the author devotes his attention to ways of planning the strategies for "Innovation Realization" in complex organizations. In adapting to changes in the future the author sees the administrative role as becoming increasingly difficult; the administrator must accept complexities and uncertainities and try to maintain a dynamic equilibrium of many forces.

In long range planning he sees innovation and creativity as the key elements. "Creativity is the recognition, development, proposal, and implementation of new and more effective solutions to problems. It is a new, adaptive response to a system in its environment. Creativity in organizations is dependent upon a number of factors, including the creative capacity of individuals, the environment of creativity structured by the organization." (p. 127)

Kast sees the "exciters" (those concerned with adaptiveness) in the organization providing for the initial ideas for innovation; the "resisters" (those concerned with maintenance) will be less inflexible because in the

"life-cycle" long range planning model suggested all the uncertainties and ambiguities are not all faced at once; and the "linkers" those concerned with balance between opposing forces) will serve the key role of keeping the planning process moving toward the future and filling in the gap between the time of idea initiation and the innovation realization.

Source: Kast, Fremont E. "Planning the Strategies in Complex Organizations," in Lanore A. Netzer and others. Education, Administration and Change: The Redeployment of Resources (New York: Harper and Row, 1970), p. 104-134.

MANAGEMENT METHODS OF IMPROVING HUMAN RELATIONS: A REPORT OF THE 10TH INTERNATIONAL MANAGEMENT CONGRESS
Earl G. Planty, ed.

As editor of the reports on human relations given by 12 nations at the 10th International Management Congress, Earl G. Planty, Executive Counselor, Johnson and Johnson (New Brunswick, New Jersey), presents a helpful understanding of the international state of the art of management in 1954.

One of the issues on which representatives from the various countries seemed to be in agreement was that employee satisfaction on the job was an important objective of management.

The spirit of the conference is perhaps best conveyed by giving a few quotations from reports:

From Canada: "The report stresses above all the necessity of reconsidering the position of each person within a company by regarding 'the worker as an individual, recognizing his essential rights and his human needs.' It emphasizes also that 'the development of better human relations has now become an end in itself in industry.'

We must move toward the democratization of human links, and el eliminate the characteristic attitudes of the hierarchical grades (workers, supervisors, managers, and directors) which poison human relations. Everyone has the right to develop his personality and make his way up the ladder." (p. 508-509)

From Germany: "The schools and universities from which top management generally comes do not deal with the psychological problems of work, and as a result these are often given a secondary place. However,

human questions should be given as much attention by top management as technical and financial problems." (p. 511)

From the Netherlands: "The report explains that the basis of human relations must be mutual confidence. Their aims are: (a) To promote contentment in work and the happiness of those who work in an undertaking; (b) To increase production, for the well-being of all." After enumerating 7 basic principles which to be effective must be "inspired by a concern for human personality," the report concludes: "It is not enough to engage a personnel officer; the problem of human relations is a problem for the director of the undertaking himself. In addition, all the junior executives must share the same concern." (pp. 512-513)

From Switzerland: "To summarize, all action must be taken with this attitude in mind: Are we really concerned with the interests of the subordinates? Have we talked to them? If the answer is yes, then all methods are good and even mistakes will pass unnoticed. If no, then no method is worth anything; everything will be considered a trap." (p. 515)

From the United States: (It is interesting to note that Douglas McGregor, then President of Antioch College, was one of the five man committee that prepared the United States report.)
The American group did not feel that it should make a complete examination of the methods, practices and ideas used in the United States to better human relations, concentrated on four methods: (1) inquiry into the attitude of employees; (2) education in economies; (3) development of executives; and (4) structure of the organization. From the third emphasis on development of executives, we quote: "Many methods have been tried, ranging from courses on organization and leadership to a systematic interchange of executives holding key positions in the firm. But experience has shown that all the various methods can only supplement the direct influence of top management, which must be diffused throughout the undertaking through the daily actions and attitudes of executives at every level." (p. 515)
The International Management Congress has met every three years since 1924. In 1954 the Congress was held at Sao Paulo, Brazil, from February 19 - 24. These conferences are sponsored by the International Committee for Scientific Management (CIOS). The American member of the Congress is the Council for International Progress in Management (CIPM), which in 1954 was made up of nine management societies. The aim of CIPM is to "transmit the thinking and achievements of management movements in other countries to American management, and at the same time make

available abroad new developments in management in the United States." (p. 508)

Source: Planty, Earl G., ed. "Management Methods of Improving Human Relations: A Report of the 10th International Management Congress," Personnel, 30:507-516, May, 1954.

HUMAN RELATIONS OR HUMAN RESOURCES?
Raymond E. Miles

The theories of management held by managers have been the subject of studies of Raymond E. Miles, a behavioral scientist of the University of California, Berkeley. Starting with an attempt to categorize managers' views to either McGregor's Theory X or Theory Y concepts, Miles found that managers tended to accept intellectually the concepts of Theory Y relative to participative management, while at the same time they expressed serious doubts about their subordinates capabilities in the decision making process. Therefore he broadened the Theory X and Theory Y classification to include three models in his research: (1) the traditional model as pictured in Theory X in which the manager views people as lazy and untrustworthy and in which high authoritative control is necessary on the part of the manager; (2) the human relations model (which most managers in his studies endorsed), which views people as willing and anxious to be involved in decision making, but in the view of the managers were not really capable of contributing very much: they saw participation as mainly a means of morale building; and (3) the human resources model which views people as typically underutilized, as resources whose full capabilities are seldom fully tapped; thus participative decision making is viewed as a necessary means of helping the organization more fully reach its objectives, recognizing at the same time that satisfactions would also be gained for the employees as a by-product of this process.

Using these three models, he found that those managers he studied endorsed the human relations model for use with their own subordinates, but that they felt their superiors should use the human resources model. Typically managers saw themselves as close to their own superiors in ability and therefore felt that immediate gains in performance would come from greater participation at their own level. They thought, however, that participation on the part of their subordinates would result primarily in improved morale and cooperation. He concludes that the managers accepted the human relations model for use with their subordinates rather

than the human resources model because it provided a non-threatening substitute for meaningful involvement which they desire for themselves.

An excellent chart compares human relations and human resources leadership styles relative to attitudes toward people, kind and amount of participation, expectation.

For a related article starting from a base of the same three management models and focusing particular attention on the role of participation as an employee motivator and satisfier see: Raymond E. Miles and J. B. Ritchie, "Participative Management: Quality vs. Quantity," California Management Review, 13:48-56, Summer, 1971.

Source: Miles, Raymond E. "Human Relations or Human Resources?" Harvard Business Review, 43:148-157, July-August, 1965.

FOREMAN ROLE CONFLICT:
AN EXPRESSION OF CONTRADICTIONS IN ORGANIZATIONAL GOALS
R. A. Hudson Rosen

Dr. R. A. Hudson Rosen, research associate, Department of Psychology, Wayne State University, in an effort to attain "deeper and more precise understanding" of the nature of role conflict in the foreman's job, distinguishes three aspects of conflict: intrasender, intersender, and inter-role conflict.

Intrasender conflict deals with incompatible prescriptions and proscriptions from members of a single type of position in the organizational hierarchy. For example, the workers under the foreman may not agree with what they expect from the foreman. Intersender conflict pertains to the contradication in pressures from different groups in relation to the foreman: for example, the workers under the foreman and management positions higher up in the organizational scale. Inter-role conflict deals with "contraditions between expectations toward a particular position and pressures on the holder of that position which stem from his membership in other groups." (p. 542)

To further complicate the situation the foreman has been in an ambiguous position in relation to special employment programs designed to take care of minority groups. In relation to these "special hires" the foreman

are in a state of role ambiguity because they normally do not have adequate information about programs or about the backgrounds of those assigned to them. The foreman's lack of information was largely due to the failure of management to establish a clear, solid policy with respect to the program. What information he did get was subject to filtering at several levels and normally the foreman did not know what was expected of him. "Conflict also appeared in inconsistent pressures on the foreman from different levels--the special hires demanding one type of behavior, regular workers another, and superiors a third."

After describing all these conflicts in detail, the author concludes, as Roethlisberger did similarly a quarter of a century before, that "conflicts in the foreman's role (as presently constituted) cannot be resolved, unless and until industry as an institution is willing to modify its goals to give as high a priority to humanistic aims as to narrowly economic and status-preserving objectives. Until that time, any program such as that hiring inter-city, chronically unemployed or underemployed workers is bound to fail in its purpose, and the contradictions in company policy about such programs will continue to be reflected in the role of the supervisors who are involved most closely."

Source: Rosen, R. A. Hudson. "Foreman Role Conflict: An Expression of Contradictions in Organizational Goals," Industrial and Labor Relations Review, 23:541-552, July, 1970.

A SYSTEMS VIEW OF LABOR NEGOTIATIONS
A. Dale Allen, Jr.

A. Dale Allen, Jr., Associate Professor of Management and Labor Relations, Kansas State University, identifies collective bargaining (the negotiating of terms of employment with the employees' bargaining representative) as one of the most "dramatic and complex" aspects of administration. To help the administrator in this process the author has designed a systems model to serve in three ways -- in decision making, forecasting, and for identifying relationships. He describes in detail each of the elements in his model: inputs, transformation elements, control elements, memory element, final output, and feedback.

Under output he outlines four basic units: (1) union security and management rights; (2) the wage and effort bargain; (3) individual security;

(4) agreement administration. In addition to these formal products he emphasizes an important additional output -- the attitudes created during discussions that will carry over into the everyday administering of the agreement. He views this "structuring of attitudes" output as perhaps as important as the contract itself.

Source: Allen, A. Dale, Jr. "A Systems View of Labor Negotiation," Personnel Journal, 50:103-114, February, 1971.

OVERCOMING UNION OPPOSITION TO JOB ENRICHMENT
M. Scott Myers

Dr. M. Scott Myers, on leave from Texas Instruments, is Visiting Professor of Organizational Psychology and Management at the Massachusetts Institute of Technology, and author of numerous articles and the recent book Every Employee a Manager (McGraw-Hill, 1970). He asserts that the way to break the costly win-lose relationships between management and labor is not more power for one side or the other, "but a strategy which will break the insidious cycle and make synergy, rather than domination, the mission of both parties." (p. 40) He discusses four approaches which have proved effective in the development of cooperation between management and union officials in OD programs. These are: (1) the confrontation model patterned after "Phase 3" of Robert R. Blake's confrontation following preconditioning by members of management and leaders of local unions; (2) the management training model evolved from a management seminar approach in which both company managers and local union leaders learn together; (3) the reorientation model brought about through applying behavioral science principles; (4) the negotiated collaboration model in which organization effectiveness is furthered through job enrichment.

Each of these models is described in considerable detail. All are of interest and value for consideration, but negotiated collaboration is deserving of special notation as it alone of the three models can be described as "total system intervention." (p. 47) which involved the joint efforts of the top corporate and union managements. The description of the model was based on the actual development of it by an European chemical company (with 50,000 employees). Two years and 200,000 man hours went into the planning and of the discussing of the system, and 500 man hours into the final negotiations. In spite of this massive effort at communications, some union people reacted adversely at first as they said they

had not been involved in the development of the experiment since initiation. The program was expanded and proved so effective that management had to detach more than 100 people from their regular duties, full or part time, to go through intensive training and become change agents. Myers cites the following changes that the program is producing.

1. Movement of decision-making influence and competence down to those who do the work.
2. Reorientation of managers so they rely on interpersonal competence rather than on official authority to get results.
3. More management of innovation, and more ego involvement in change, at the lower levels of responsibility.
4. Better integration of personal and organization goals, and joint concern with this effort on the part of management and union officials.
5. Allocating financial rewards on the basis of the amount of planning and control exercised by an employee as well as of past performance on the job.
6. Reduction in the traditional cleavage between management and labor.

Summarizing the role that labor unions are likely to play in the future of corporate OD efforts, Myers sees four trends. Of these the fourth would seem especially important: "Managerial practice is by far the greatest determinant of the fate of labor unions. Unions will, of course, continue with unabated strength in organizations where people need a protector or a medium for dissipating hostility. But to the extent that managerial sophistication continues to provide greater opportunity for individuals to manage their work, influence their environment, and determine their destiny, there will be less incentive for them to apply their talents in antiorganizational behavior." (p. 49)

Myers' final paragraph is deserving of particular attention: "Some argue that as the union loses its policing role, it will become more of a catalyst for social activity. This role would not be detrimental to the organization provided that management does not by default permit the new role to polarize management and employees. Indeed, should a union become a rallying point for social activity in a company, upper-level managers would do well to join the activity in the same spirit in which they would have all employees participate in the management of company responsibilities." (p. 49)

Source: Myers, M. Scott, "Overcoming Union Opposition to Job Enrichment," Harvard Business Review 44:37-49, May-June, 1971.

THE CRISIS IN PUBLIC EMPLOYEE RELATIONS IN THE DECADE OF THE SEVENTIES
Excerpts from the book published by BNA Books, a division of the Bureau of National Affairs

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This capsule book provides a brief history of labor relations as well as a manual for public administrators, union officials and legal counsel. Excerpts chosen are those deemed especially valuable for library administrators, namely, the essays on the objectives of unions, public employee strikes and their alternatives, and the development of community support for collective bargaining. Other topics included in the book, but not included in the excerpts,are significant developments in city, county, state, and federal employee relations, along with an analysis of the future of collective bargaining in the public sector.

Source: Bureau of National Affairs. The Crisis in Public Employee Relations in the Decade of the Seventies. (Rockville, Md.: BNA Books, 1971).

COLLECTIVE BARGAINING AGREEMENT
BETWEEN
TRUSTEES OF COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK
AND
LOCAL 1199, DRUG AND HOSPITAL UNION, AFL-CIO
May 1, 1969--June 30, 1971

In the belief that those librarians faced with negotiating a collective bargaining agreement would find it helpful to examine and study an actual contract, such as this one worked out between a major university library and a local union, this agreement is presented. It is interesting to note that the union that came in to organize clerical workers on the campus was a local drug and hospital union, not a clerical union. Excluded from the contract are supervisory, confidential, executive and managerial employees, and Columbia University student-employees, part time employees who work less than 10 hours per week.

A listing of the items covered in the agreement gives an idea of the scope of the contract: recognition -- the collective bargaining unit; union security; check-off; no discrimination; union activity, visitation and bulletin boards; hiring; probationary employees; seniority; wages and minimums; hours; overtime; shifts and shift differentials; holidays; vacations; sick leave; paid leave; unpaid leave; past practices; severance pay; training and upgrading; welfare; pension; additional benefits; management rights; resignation; discharge and penalties; no strike or lockout; grievance procedure; arbitration; effect of legislation - separability; effective dates and duration; and Exhibit A (Job classification and minimum rates).

Source: Collective Bargaining Agreement Between Trustees of Columbia University in the City of New York and Local 1199, Drug and Hospital Union, AFL-CIO, May 1, 1969--June 30, 1971.

AID SUMMARIES: READINGS

Section 2:

Human Personality in the Organization

A STUDY OF TENSIONS AND ADJUSTMENT UNDER ROLE CONFLICT
Donald M. Wolfe and J. Diedrick Snoek

The authors define role conflict as the simultaneous occurrence of two or more opposite sets of pressures.

A theoretical model of the dynamics of adjustment to role conflict in industrial organizations was developed and 54 persons in 6 major industrial concerns were interviewed intensively. The model showed the way in which organizational, personal and interpersonal factors influence the dynamics of the conflict episode and how they are in turn affected by the person's adjustive responses. The interviewees provided information about the pressures and stresses associated with the position, both from the occupant of the position and from others in the social environment who were the source of the stresses. The highest percentages of conflict were dependent on the following variables: position in middle management; rare business contacts outside the company; high demands for original problem solving; less than one year tenure; college education; very high mobility aspirations; high flexibility; low sociability; low dependence of role senders on person; and low frequency of communication with role senders. Conclusion reached: personality factors and interpersonal relations are crucial factors in the dynamics of adjustment to role conflict.

Source: Wolfe, Donald M. and J. Diedrick Snoek. "A Study of Tensions and Adjustment under Role Conflict." The Journal of Social Issues, 18:102-121, July, 1962.

A THEORY OF HUMAN MOTIVATION
Abraham H. Maslow

In 1943 Dr. A. H. Maslow, then of Brooklyn College, presented a statement of his theory of human motivation which has become the most widely taught view of motivation in North American business schools and provides

the theoretical framework for much organization theory.

Before stating his theory, Maslow makes some important propositions which he insists need to be included in any theory of motivation if it is to be considered to be definitive. In view of the fact that so many theories of motivation have been presented, it seems worth while presenting briefly these criteria, for they can be used as a basis against which to evaluate other theories of motivation.

The propositions he lists are as follows:

1. "The integrated wholeness of the organism must be one of the foundation stones of motivation theory.

2. "The hunger drive (or any other physiological drive) was rejected as a centering point or model for a definitive theory of motivation.

3. "Such a theory should stress and center itself upon ultimate or basic goals rather than partial or superficial ones, upon ends rather than upon means to those ends. Such a stress would imply a more central place for unconscious than for conscious motivations.

4. "There are usually available various cultural paths to the same goal. Therefore conscious, specific, local-cultural desires are not as fundamental in motivation theory as the more basic, unconscious goals.

5. "Any motivated behavior, either preparatory or consummatory, must be understood to be a channel through which many basic needs may be simultaneously expressed or satisfied. Typically an act has more than one motivation.

6. "Practically all organismic states are to be understood as motivated and as motivating.

7. "Human needs arrange themselves in hierarchies of prepotency. That is to say, the appearance of one need usually rests on the prior satisfaction of another, more prepotent need. Man is a perpetually wanting animal. Also no need or drive can be treated as if it were isolated or discrete; every drive is related to the state of satisfaction or dissatisfaction of other drives.

8. "Lists of drives will get us nowhere for various theoretical and practical reasons. Furthermore any classification of motivations must deal with the problem of levels of specificity or generalization of the motives to be classified.

9. "Classifications of motivations must be based upon goals rather than upon instigating drives or motivated behavior.

10. "Motivation theory should be human-centered rather than animal-centered.

11. "The situation or the field in which the organism reacts must be taken into account but the field alone can rarely serve as an exclusive explanation for behavior. Furthermore the field itself must be interpreted in terms of the organisms. Field theory cannot be a substitute for motivation theory.

12. "Not only the integration of the organism must be taken into account, but also the possibility of isolated, specific, partial or segmental reactions.

13. "Motivation theory is not synonymous with behavior theory. The motivations are only one class of determinants of behavior. While behavior is almost always motivated, it is also almost always biologically, culturally and situationally determined as well." (p. 370-371)

Maslow states that in this paper he is attempting to formulate a positive theory of motivation which will satisfy all of these 13 theoretical demands and at the same time conform to the known facts, clinical and observational as well as experimental. He admits, however, that it derives most directly from clinical experience. Further he states that his theory is in the functionalist tradition of James and Dewey, and is fused with the holism of Wertheimer, Goldstein and Gestalt psychology, and with the dynamicism of Freud and Adler. "This fusion or synthesis may arbitrarily be called a 'general-dynamic' theory." (p. 371)

In his motivation theory, Maslow has five sets of goals, which he terms, basic needs:

--Physiological needs: e. g. thirst, hunger, sex...
--Safety needs: e. g. security and order.
--Love needs: needs for affection and belongingness. "The love

needs (not synonymous with sex) involve both giving and receiving love." (p. 381)

--Esteem needs: e. g., success, self-respect, reputation, prestige; and need for "confidence in the face of the world, and for independence and freedom." (p. 381)

--The need for self-actualization -- "What a man can be, he must be;" it refers to "the desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially; "the desire to become more and more what one is, to become everything that one is capable of becoming." (p. 382)

He takes the view that "man is a perpetually wanting animal". Thus when a lower need is fairly well satisfied, the next higher need emerges, and dominates man's conscious life and serves as the center of organization of behavi or, since "gratified needs are not active motivators." (p. 395)

Source: Maslow, Abraham H. "A Theory of Human Motivation." Psychological Review, 50:370-96, May, 1943.

PSYCHOLOGY AND AGGRESSION
Elton B. McNeil

One of the most comprehensive summary treatments of frustration and resulting aggression is to be found in this article by Elton B. McNeil which includes a bibliography of over 400 items. Of particular interest because it constitutes the modern approach to consideration of human aggression is McNeil's summary of Dollard's frustration-aggression hypothesis that there always exists some link between aggressive behavior and frustration. Dollard stated his now classical frustration-aggression hypothesis on which the modern approach to human aggression is founded in the following terms: "The proposition is that the occurrence of aggressive behavior always presupposes the existence of frustration and, contrariwise, that the existence of frustration always leads to some form of aggression." McNeil points out that the work of Dollard and his associates at Yale was attacked by numerous critics with such enthusiasm that the understanding of frustration and aggression has pushed forward at a satisfying rate.

It is to be noted that Dollard uses the term aggressive "motivation" rather than aggressive "behavior" because a factor such as the anticipation of

punishment may influence the overtness of a hostile response. Also when aggressive behavior does appear it may be deflected from its original goal, disguised or altered from its original intent. McNeil points out that, according to the Dollard group, the strength of the aggressive motivation will vary with at least three factors, all of which McNeil then discusses at some length and cites research since the Dollard study in each area. Specifically these factors are:

(1) The strength of the instigation to the frustrated response;
(2) The degree of interference with the frustrated response;
(3) The number of frustrated response sequences that the individual endures.

Source: McNeil, Elton B. "Psychology and Aggression." Journal of Conflict Resolution, 3:195-293, September, 1959.

THE ROLE OF FRUSTRATION IN SOCIAL MOVEMENTS
Norman R. F. Maier

Dr. Norman R. F. Maier of the University of Michigan, takes issue with those who would consider frustration as motivation and takes considerable pains in this article and in his later book [N. R. F. Maier, The Study of Behavior Without a Goal (New York: McGraw-Hill, 1949)] , to point out differences between frustration and motivation and concludes: "The evidence, although limited, seems to justify making the hypothesis that frustration and motivation are qualitatively different instigators of action." (p. 589) In reaching this hypothesis he makes use of the following statement: "Aggression, regression, and fixation are recognized forms of behavior closely related to frustration. Their form is not determined by apparent needs or incentives which ordinarily determine what behavior will come to expression. In motivated behavior the response makes possible the satisfaction of certain existing needs or desires. The above types of behavior satisfy no needs unless frustration can be regarded as a producer of needs. To treat frustration as a kind of motive in behavior, however, may represent a distortion of our concept of needs and explain nothing. The alternative is to grant that frustration is a qualitatively different determiner of behavior." (p. 587) He continues by citing examples of the two processes (motivation and frustration) to show that they are basically different.

Although his examples are dated because they deal with leadership patterns before and during World War II, his basic analysis of two types of leadership that can bring unifying stimulus to a social organization can be carried

over to administrative situations in organizations.

He contrasts the type of leadership that is successful in frustration-aggression controlled movements in which the leader directs and releases the energy built up through frustration (as Hitler did) with groups organized around goals in which the leader serves largely as a representative of the group, in which the leader instead of primarily directing the group's goal motivations, is directed by them.

He outlines the actions that are necessary for both the frustration-aggression leader and the goal oriented leader to be successful.

Some of the practical implications that he sees from his study are the following:

--No great or effective movement is possible unless it rests primarily upon previous frustration; suffering seems to be a prerequisite to reform. "Leadership can achieve its great heights as well as its greatest depths when it organizes frustrated individuals." (p. 595)

--People are more easily organized around what they do not want than around that which they do want. "It is the aspect of frustration which gives people's dislikes a unifying character." (p. 595)

--Propaganda has to take into account the nature of the group it is trying to influence. The only solution to aggression, once under way, is one which blocks or frustrates aggression and forces it to take a different course; "appeals to reason will not stop a movement built on aggression." (p. 595)

He concludes with the observation that "if we want a free and happy life, then we must grant that goal-motivated behavior is far more desirable than behavior instigated by frustration. Unfortunately, however, what is good and what is powerful are not necessarily the same...Our failure to distinguish the desirable from the powerful properties of social organization has been our greatest source of weakness." (p. 599)

Source: Maier, Norman R. F. "The Role of Frustration in Social Movements," Psychological Review, 49:586-599, November, 1942.

SOME EFFECTS OF CLOSE AND PUNITIVE SUPERVISION
Robert C. Day and R. L. Hamblin

Robert C. Day, a sociologist at the Washington State University (Wash.) and Robert L. Hamblin, a sociologist at Washington University in Missouri, report in this article on an experiment carried out on four-person work groups under controlled conditions the effects of two supervisory styles on aggressive responses of subordinate workers.

The experiment showed that close supervision produced significant increases in aggressive feelings toward the supervisor, an indirect aggression towards the supervisor through lower productivity, an insignificant increase in verbal aggression towards the supervisors and an increase of borderline significance in aggression towards co-workers.

Punitive supervision produced significant increases in indirect aggression through lowered productivity and in verbal aggression, but no significant increases in aggression toward co-workers. The relation between close supervision and aggressive feelings appears to be mediated by the self-esteem of the subordinate; an increase in aggressive feelings occurred only in subjects having low esteem.

The practical implications from the study would seem to indicate:

1. Close supervision is frustrating to subordinates, especially those with low self-esteem, and seems to lead to drop in output, and possible increased tendencies to displace aggression against co-workers.

2. Punitive supervision is recognized as overt aggression and elicits direct verbal counter aggression from subordinates rather than displacement against substitute targets such as co-workers.

Source: Day, Robert C. and Robert L. Hamblin, "Some Effects of Close and Punitive Supervision," American Journal of Sociology, 49:499-510, March, 1964.

PRINCIPLES OF BEHAVIOR MODIFICATION [A research summary]
Albert Bandura

In the opinion of John P. Campbell ["Personnel Training and Development," Annual Review of Psychology, 22, 1971, 570-571] one of the most important recent books published of potential value in the area of personnel development in the organizational framework is Bandura's treatment of behavior modification principles and techniques. Campbell believes this work could become a powerful training model in organizations. In summary, Dr. Bandura seeks to change individual responses by changing the individual's environment, primarily by altering reinforcement contingencies or stimulus pairings. With Bandura, it is the behavior that is at issue, not the underlying causes or internal mediators.

An initial and important factor in the process of behavior change, according to Bandura, "arises from the failure to specify precisely what is to be accomplished...When the aims remain ambiguous, learning experiences are haphazard...The appropriate methods and learning conditions for any given program of behavioral change cannot be meaningfully selected until the desired goals have been clearly defined in terms of observable behavior. Rapid progress is further assured by designating intermediate objectives, which delineate optimal learning sequences for establishing the component behaviors of more complicated social performances. (p. 111-112). He comments further: "The selection of goals involves value choices. To the extent that people assume major responsibility for deciding the direction in which their behavior ought to be modified, the frequently voiced concerns about human manipulation become essentially pseudo issues. The change agent's role in the decision process should be primarily to explore alternative courses of action available, and their probable consequences on the basis of which clients can make informed choices." (p. 112)

Bandura describes and gives advantages and possible uses of six methods of instituting new contingencies: modeling and vicarious processes, positive reinforcement, negative reinforcement, extinction, positive counterconditioning, and aversive counterconditioning. Campbell suggests that for organizational purposes a combination of modeling and positive reinforcement (the summaries of which are suggested as Readings) probably are the most useful for training situations in organizations. For example, a learner would be shown a model who acts in a desired fashion and who is reinforced. The learner is

then reinforced for behaving in a manner similar to that of the model. Thus behaviors which were not in the individual's repertoire can be generated and reinforced. Campbell suggests that a practical application of this principle might be instead of sending supervisors to seminars and workshops on human relations and trying to convince them of certain ways of acting toward their subordinates that the supervisors be provided with correct behavior models and then reinforce the desired behavior with valued rewards.

In the chapter entitled "Aversive Control" Bandura discusses the process whereby reaponse patterns are eliminated through the use of punishing stimuli. According to Bandura, punishment seems to achieve its reductive efforts by producing conditioned fear that elicits inhibitory behaviors, or by facilitating the appearance of responses that are incompatible with, and therefore capable of supplanting, the punished behavior. He concludes that lasting elimination of detrimental behavior can be most effectively facilitated by punishment if competing response patterns are simultaneously rewarded.

Source: Bandura, Albert. "Value Issues and Objectives," "Modeling and Vicarious Processes," "Positive Control," and "Aversive Control," in Albert Bandura, Principles of Behavior Modification. (New York: Holt, Rinehart and Winston, 1969). Summaries of these four chapters are found on pages 111-112, 202-203, 282-284, and 346-348.

BEHAVIORAL ASPECTS OF DISCIPLINARY ACTION
Gene S. Booker

Dr. Gene S. Booker is Professor Management at Western Michigan University, Kalamazoo, Michigan. Starting with the assumption that disciplinary action is based on the assumption that punishment resulting from a certain act will suppress that response, the author reviews the literature of punishment and disciplinary theories. He concludes that no generalizations as to the effectiveness of disciplinary action in an organizational setting can be relied upon by the supervisor in guiding him in his relationship with deviant behavior in the work place.

In his concluding paragraphs he summarily states that research does not indicate that punishment has no value in the work place, but that it may not have the inherent magical reform qualities sometimes attributed to it; usefulness depends on the conditions of the situation. Based on the

research knowledge now available regarding punishment and disciplinary action in the organizational setting, the author suggests that "management must either avoid disciplinary problems by improving selection techniques or eliminate the problem by establishing more efficient means of effecting the discharge of problem employees. Disciplinary action cannot be expected to provide an answer for all problems of deviant behavior within the organization."

Source: Booker, Gene S. "Behavioral Aspects of Disciplinary Action." Personnel Journal, 48:525-529, July, 1969.

DISCIPLINE BY OBJECTIVES
George S. Odiorne

Professor George S. Odiorne, Dean of Business Administration, University of Utah, and author of numerous books and articles including the popular and frequently referred to Management by Objectives (Pitman, 1965), published this article from his forthcoming book, Personnel Administration (Irwin, 1971).

Today's society, according to Dr. Odiorne, requires discipline in the organization beyond punishment, yet the structure of rules and applications of them in many organizations today have little to differentiate them in practice from the time of the Pharoahs of biblical times.

Emphasizing that discipline is not a punishment system but rather a shaper of behavior in which one needs to find the causes of objectionable behavior, and so arrange the situation so that it will not reoccur, Dr. Odiorne explains that an application of individual discipline by objectives makes each individual responsible for his own output. When an employee is quite clear as to his own objectives and those of his unit, variations from rules and regulations become a reflection on his professional skill.

Practically, Dr. Odiorne suggests certain conditions that, in his view, need to be met to make the disciplinary process one of teaching and of behavior change. These rules, in summary, are:

1. Foreknowledge --Rules and regulations should be devised and made known. Pains should be taken to see that people know the rules and regulations and policies with which they are expected to comply together with the penalty attached for violation of these.

2. Immediacy--When a violation has occurred, action taken should occur as close to the time of violation as possible. Holding off until an annual performance review lessens the possibility for behavioral change -- also the more quickly the discipline follows the offense, the more likely it is that the person who is disciplined will connect the discipline with what he did, rather than with the person who is disciplining him.

3. Impersonality--The accused person should be presented with the facts, and the source of those facts. It is important for the employee to see that the object of criticism is what he has just done, not he, himself, as a person.

4. If a specific rule is broken, that rule should be stated.

5. The reason for the rule should be given.

6. And in this prescription Odiorne adds something new to the oft repeated statements regarding effective discipline. Specifically, Dr. Odiorne suggests that the apparent offender be asked if the facts as you have stated them are correct and then suggests asking him what his objective was in following the behavior he did. Asking the offender his objectives in behaving as he did opens the door for future improvement. Through this wording, according to Odiorne, it is possible to turn the context of the situation from backward-looking defensive type of response (full of alibis and excuses) to forward-looking behavior.

7. And lastly he suggests stating the corrective action in positive and forward-looking form.

Another major suggestion that Dr. Odiorne emphasizes is that the personnel department should initiate and maintain constantly a review of rules of conduct for the organization. He practically suggests that this should be a list of rules as they are and beside each one should be listed the contribution of each rule to the organization's objectives.

Finally, Dr. Odiorne offers help for handling of non-rule offenses. For these he suggests: (1) If no rule has been broken, don't invent one to cover the situation; (2) Treat non-rule violations as behavioral problems which need coaching and training rather than discipline; and (3) Use feedback

and discussion of objectives to effect a behavior change.

Source: Odiorne, George S. "Discipline by Objectives," Management of Personnel Quarterly, 10:13-20, Summer, 1971.

THE PSYCHOLOGICAL BARRIERS TO MANAGEMENT EFFECTIVENESS
Robert H. Schaffer

Robert H. Schaffer, head of a management consultant firm, one of the founders of the Institute of Management Consultants, describes the "countless ways all of us subtly mold our jobs and our behavior on the job for what we believe to be rational, goal-oriented reasons, when actually we are being impelled by the pressure to satisfy psychological needs of which we are largely unaware." (p. 17)

Schaffer speaks of the complexity of the person, i.e., the rational and irrational, the conscious and unconscious, and the defense mechanisms brought out by the latter; how these defense mechanisms are barriers to productivity. He also describes a number of behavioral escapes.

After describing ubiquitous forces that underlie these behavioral escapes, he states that these forces can be used for good if we understand them. "This leads to what I believe to be the three most important strategic implications for making the most of managerial potential and minimizing the inhibiting effect of the escape mechanisms. These are the use of multivariate strategies for change, the imposition of work disciplines on the job of management, and the maintenance of tough achievement goals." (p. 24)

After describing each of these Schaffer concludes by pointing out that helpful as these strategies are, the manager will have to battle here again with his own escape desires, since each of these strategies requires him to move into areas that are likely to be uncomfortable or anxiety provoking. But, on a step by step basis, or with the help of outside consultants, he believes that it is possible.

Source: Schaffer, Robert H. "The Psychological Barriers to Management Effectiveness: Ways to Overcome Invisible Mechanisms," Business Horizons, 14:17-25, April, 1971.

THE APPLICATION OF PSYCHOLOGICAL THEORY IN EDUCATIONAL SETTINGS: AN OVERVIEW
A. Raymond Cellura

Dr. A. Raymond Cellura, Associate Professor of Psychology, Rhode Island College, analyzes in this paper the theoretical approach which is characteristic of educational research. Two contrasting philosophies of science are presented which may account for this. The relevance of formal theoretical approaches to the prediction of behavior is examined, particularly some of the difficulties that appear to be associated with the application of contemporary psychological theory in educational settings. The major concepts of several theories are evaluated including their similarities and differences in their functional relationships and the implications of these differences are discussed.

The author focuses attention on the applicability of utility-expectancy theory, and calls attention to some of the problems and prospects associated with its use in educational research.

Source: Cellura, A. Raymond. "The Application of Psychological Theory in Educational Settings: An Overview," American Educational Research Journal, 6:349-382, May, 1969.

GORDON ALLPORT
Richard Evans

In this popularly written article Dr. Richard Evans, Professor of Psychology at the University of Houston in Texas, gives us an informal view of Gordon Allport based on interviews that he had with Allport some time before his death in 1967. A more complete report on these interviews has been published by E. P. Dutton under the title, Gordon Allport: The Man and His Ideas.

Throughout his career Allport argued for the qualitative study of the individual case as opposed to the study of quantifiable responses and the discovery of general laws of behavior. He felt that understanding each person's uniqueness was much more important in predicting behavior than the study of similarities among men. As a tangible indication of the reaction of his students to this approach, it is interesting to note that 55

of his doctoral students gave him two volumes of their writings with the inscription "From his students --in appreciation of his respect for their individuality."

Allport, who was born in Montezuma, Indiana, enrolled at Harvard at 17 for "an experience of intellectual dawn," and except for a few years at Dartmouth and a teaching term overseas spent all his professional life at Harvard. His affection for his alma mater was always strong and with the emphasis now being placed on the importance of high expectations being held for each employee in an organization, it is interesting to note his statement about Harvard shortly before his death: "In the course of 50 years' association with Harvard I have never ceased to admire the unspoken expectation of excellence." (p. 58)

The interview excerpts contain Allport's encounters with name psychologists as well as comments on his own theories.

Source: Evans, Richard. "Gordon Allport," Psychology Today, 4:55-94, April, 1971.

AID SUMMARIES: READINGS

Section 3:

Integration of Manager and Worker Systems

RELATIVISM IN ORGANIZATIONS
George F. F. Lombard

The author, a Senior Associate Dean for Education Affairs at the Harvard Business School, contends that the philosophy of 20th century man is one of relativism in which men tend to hold multiple values, as opposed to simple, right-wrong, authoritarian formulations, but as an Organizational Man, he has resisted this evolution of philosophy, thereby leading to many of the major causes for disruption and dissonance in today's society. He sees the clashes in our society largely the result of the fundamental opposition between relativistic, "multiple values," and the unidimensional, right-wrong dualistic approaches basic to the theory and practices of normal organization in our society. These latter values, generated by classical theorists such as Fayol, Taylor, Gulick and others "rest on the primacy of technical and economic efficiency" (p. 59) and resist change, fearing that any deviation from them would produce organizational inefficiency and dissonance.

Not advocating a new theory of organization, the author rather seeks to demonstrate ways in which these two opposite poles of philosophy might meet, with neither side dominating the other. He gives examples of this conciliatory administrative approach in the areas of formal organization, decision-making, and productivity. His final recommendations can be summarized in the following manner: to adapt to the 20th century, the administrator/manager will need to learn to look at a situation in its full context, from several perspectives and more than one value dimension, evaluating it on more than one basis, and without ideological prejudice. Furthermore, in addition to tolerance and understanding, the administrator/manager will need to be a person of integrity and deep conviction.

Source: Lombard, George F. F. "Relativism in Organizations," Harvard Business Review, 49:55-65, March-April, 1971.

MANAGEMENT TODAY
Sherman Tingey

Highlighting a basic problem in organizational life -- that the goals and needs of the organization are different from the goals and needs of the individuals in organizations -- the author advocates and describes a supportive theory of management. In this framework, the manager's role is seen as one of "providing an organization environment which supports the individual's efforts toward the fulfillment of his personal needs -- particularly his psychological growth needs." Tingey asserts that this role will result in the individual employee being more highly motivated toward accomplishing organizational objectives. "This concept implies that the individual must receive an equal payment in need satisfaction for the efforts he contributes toward accomplishment of organizational goals." (p. 41)

Source: Tingey, Sherman. "Management Today," Hospital Administration, 14:32-41, Spring, 1969.

A STRATEGIC CONTINGENCIES' THEORY OF INTRAORGANIZATIONAL POWER
D. J. Hickson, C. R. Hinings, C. A Lee, R. E. Schneck, and J. M. Pennings.

The research reported on in this article was carried out in the Organizational Behavior Research Unit, Faculty of Business Administration and Commerce, University of Alberta, Canada. The authors, in addition to presenting a strategic contingencies theory of intraorganizational power, include an excellent bibliography of recent writings in the area of power in organizations.

In the presentation of their theory the authors hypothesize that organizations, being systems of interdependent subsystems, have a power distribution with its source being the division of labor. The focus is shifted from the commonly held vertical-personalized concept of power found in the literature to a concept based on the subunits in the organization as

the center of analysis.

The theory relates the power held by a subunit to its ability in coping with uncertainty, substitutability, and centrality, through the control of strategic contingencies for other dependent activities, the control resulting from a combination of these variables.

As the terms used to describe the conditions with which the subunit needs to cope are used in specialized ways, a word of definition is combined with the hypothesis presented by the authors.

By uncertainty the authors refer to a lack of information about future events, so that alternatives and their outcomes are unpredictable. The ability of organizations to deal with uncertainties and maintain adequate task performance is called "coping." The authors arrived at the following hypothesis relating to coping, uncertainty and power:

Hypothesis 1. "The more a subunit copes with uncertainty, the greater its power within the organization." (p. 220)

Hypothesis 2. "The lower the substitutability of the activities of a subunit, the greater its power within the organization." (p. 221)

Substitutability is defined by the authors, in relation to subunits, "as the ability of the organization to obtain alternative performance for the activities of a subunit." (p. 221) Thus a personnel department would have power reduced if substantial numbers of its activities were performed by selection consultants or line managers finding their staff themselves. "Similarly, a department may hold on to power by retaining information the release of which would enable others to do what it does." (p. 221)

Hypothesis 3a. "The higher the pervasiveness of the workflows of a subunit, the greater its power within the organization.

Hypothesis 3b. "The higher the immediacy of the workflows of a subunit, the greater its power within the organization.

Hypothesis 4. "The more contingencies are controlled by a subunit, the greater its power within the organization." (p. 222)

Contingency is defined as a requirement of the activities of one unit which is affected by the activities of another subunit. The concept of

contingencies represents organizational intradependence, subunits control contingencies for one another's activities, and draw power from the dependencies thereby created.

"Thus contingencies controlled by a subunit as a consequence of its coping with uncertainty do not become strategic, that is, affect power, in the organization without some (unknown) values of substitutability and centrality." (p. 222) The authors present their theory in the form of a diagram (p. 223).

The authors also mention certain other variables affecting power, chief of which are differences in personnel in the various subunits.

They conclude: "The concept of work organizations as interdepartmental systems leads to a strategic contingencies theory explaining differential subunit power by dependence on contingencies ensuing from varying combinations of coping with uncertainty, substitutability, and centrality. It should be stressed that the theory is not in any sense static. As the goals, outputs, technologies, and markets of organizations change so, for each subunit, the values of the independent variables change, and patterns of power change." (p. 227)

Source: Hickson, D. J., C. R. Hinings, C. A. Lee, R. E. Schneck, and J. M. Pennings, "A Strategic Contingencies' Theory of Intraorganizational Power," Administrative Science Quarterly, 16:261-229, June, 1971.

THE BASES OF SOCIAL POWER
John R. P. French, Jr., and B. Raven

In their research these authors have identified five different bases of power by which role behavior is motivated within an organization.

1. Reward Power is derived from the belief on the part of the less influential that they will be rewarded in some way for complying. A considerable segment of an executive's power is derived from his ability to distribute patronage.

2. Coercive Power has as its origin the belief that noncompliance will result in some form of punishment. This "unless power" becomes a "strategy of last resort" in our permissive society.

3. Expert Power refers to the situation when the executive is regarded as having some expertise, "know-how", special information or technological skill which has some scarcity value.

4. Referent Power is held by an executive who is popular or admired, and with whom the less powerful can identify.

5. Legitimate Power derives from the structural position the executive holds in the organization.

Leadership in an organization, to be effective, rests on some type of power.

Source: French, John R. P., Jr. and B. Raven, "The Bases of Social Power," in D. Cartwright, ed. Studies in Social Power. (Ann Arbor, Mich.: Institute for Social Research, 1939).

PERSONNEL PLANNING FOR A LIBRARY MANPOWER SYSTEM
Robert Lee and Charlene Swarthout Lee

Dr. Robert Lee, University Chief Librarian, and Professor, School of Library and Information Science, Western Ontario University, and his wife, Dr. Charlene S. Lee, provide in this article an overview of the major aspects of personnel planning for a library system.

The authors describe personnel planning, which is concerned with the management of human resources, in the following terms: "It is explicit planning; it is planning with such clarity and distinctness that all the elements in a library manpower system are apparent. Since it is planning for human resources, it must place particular emphasis on assisting each individual, according to his background, to achieve his career values, desires, and expectations. Since it is planning for the use of human resources for effective organizational operation, personnel planning must include a statement of what kinds of qualities are desired, at what places, and at what times. It is planning which includes all personnel within the system. It is planning with emphasis on both preparing for the future and providing knowledge necessary for effective day-to-day utilization of manpower." (p. 19)

After identifying the initial step in personnel planning as the determination of organizational objectives which are needed in every area of

activity, the succeeding component parts of personnel planning are identified and described. These are: (1) the manpower plan, which is concerned with an analysis and forecast of organizational needs, as well as an inventory of the skills and abilities of existing personnel; (2) the personnel development plan, which is concerned with effective utilization of existing staff; and (3) the recruiting plan, which is concerned with locating personnel to fill unmet and specific needs.

Source: Lee, Robert and Charlene Swarthout Lee, "Personnel Planning for a Library Manpower System," Library Trends, 20:19-38, July, 1971.

THE SOCIAL ENVIRONMENT AND MENTAL HEALTH
John R. P. French, Jr.

The author conducted an interdisciplinary program of research on the effects of the social environment, especially the industrial organization, on mental health. He found the major variables influencing mental health are: (1) the person; (2) the objective environment; (3) the psychological environment; (4) responses; (5) mental and physical health and illness; and (6) interpersonal relations. The findings from the study showed: (1) the status in society and in industrial organizations is inversely related to mental and physical health and directly related to job satisfaction; the intervening variable may be interpreted as self-esteem. Three means of improving mental health in organizations are suggested:

(1) Eliminate low status by decentralization of authority, by delegation of authority, and by increases in participation in decision making;
(2) Provide direct support for self-esteem through appropriate supervisory practices and small face-to-face groups; and
(3) Change the environment where possible, or reduce its noxious effects by appropriate processes of selection, placement and promotion.

Source: French, John R. P., Jr. "The Social Environment and Mental Health," The Journal of Social Issues, 19:39-56, October, 1963.

SOME EFFECTS OF THE CHANGING WORK ENVIRONMENT IN THE OFFICE
Floyd C. Mann and Lawrence K. Williams.

The authors report on a study of the changing of a work environment

due to electronic data processing. Data gathered over a 5-year transition period consisted of interviews, attitude studies, and rating data. As a result of EDP, changes in job content were observed. These included: greater risk, greater understanding of the total system, greater degree of interaction and interdependence, and greater opportunity to detect and attribute individual errors. During the study period, the employees' perceptions of their jobs changed, in that, while employees in the New York environment found the jobs more interesting and challenging, the greater exposure to risk and higher performance standards negated the attractive aspects. The employees felt that management cared less about them as as individuals, while expecting more work from them, and that their futures looked worse.

Source: Mann, Floyd C. and Lawrence K. Williams, "Some Effects of the Changing Work Environment in the Office," The Journal of Social Issues, 18:90-101, July, 1962.

THE SWINGING PENDULUM OF MANAGEMENT CONTROL
Gerry E. Morse

Gerry E. Morse, Vice President, Employee Relations, Honeywell, Inc., Minneapolis, Minnesota, takes the position that current trends in technology and centralization need not dehumanize an organization's resources. "If personnel managers keep up to date, if they do the long, tedious, difficult job of retraining themselves to be effective in personnel administration, in this age of technology and computers, they ought to be able to go much further in humanizing their companies than has been possible in large organizations in the past. These new tools will give management a better understanding of the individual, of his skills and potential, plus a far better measure of his progress and his job satisfaction." (p. 7)

Source: Morse, Gerry E. "The Swinging Pendulum of Management Control," in The Systems Approach to Personnel Management. (New York: American Management Association, 1965), pp. 3-8.

THE TOTAL-SYSTEM APPROACH
Charles W. Neuendorf

Charles W. Neudendorf, President, Charles W. Neuendorf Associates, and Vice President and Director, Berman & Company, Washington, D.C., takes the position that a total system approach provides the means by which current trends in technology and centralization will not have to dehumanize an organization's activities. His answer is a "total management information system" which would have three objectives: (1) to provide each individual in the organization with information he needs to effectively discharge his responsibilities; (2) to facilitate planning, direction, control, and performance at all levels; and (3) permit delegation of responsibilities without abdication of them. One feature of his process of total management information system that he emphasizes is that "information is to be provided to each individual in the corporation in accordance with his needs -- not merely to that small select group sitting at the top of the ladder and known as management." (p. 10)

The author considers the most important phase in developing a total management information system the establishment of management information needs. To accomplish this goal he suggests a seven step process for each individual manager:

1. State your principal objectives.
2. State your principal responsibilities.
3. Identify principal decisions and recommendations.
4. Identify your principal management information needs.
   a. On a completely idealistic basis
   b. By broad functional area
   c. Consider: (1) current, short-range and long-range needs and (2) externally generated information as well as internal.
5. Identify the critical factors influencing your operations.
6. Arrange your information needs by priority within the following major categories:
   a. Must have
   b. Highly desirable
   c. Nice to have
7. Progressively check each of the above elements for completeness and consistency. (p. 14)

According to the author a total management information system will enable the personnel manager to do the kind of job which must be done for

the survival and growth of an organization.

Source: Neuendorf, Charles W. "The Total-System Approach," in The Systems Approach to Personnel Management. (New York: American Management Association, 1965), pp. 9-15.

EXECUTIVE BEHAVIOR
Sune Carlson

Although published in 1951, probably the most famous research in the field of studying executive behavior is the study by Sune Carlson, Professor of Business Administration in the Stockholm School of Economics. Although he labelled his research "practical", he pointed out that there is no fundamental distinction between practical and theoretical. "If theoretical propositions cannot be applied in practice for the prediction of future events, it is bad theory. On the other hand, if by practical research we can arrive at knowledge which helps us to predict the outcome of certain human behaviour, this knowledge is of importance also for our theoretical understanding." (p. 32.) His primary task was to devise and test a method for an observational description of executive work. His contribution is the technique that he developed to not only describe the actual work done by the 9 Swedish and 1 French executive studied, but to also serve as a useful instrument for the detection of deficiencies in his work. His overall aim was to devise better methods of diagnosis for the administrative clinician. He made it clear that he was not concerned to find the "average" work patterns of executives, but that by scientific data collection facts could be found which would be in contrast to the subjective personal opinions advanced as "principles" but which were, in most cases, no more than personal opinions.

The origin of the study is interesting itself. A small group of Swedish business executives met to discuss the general problem of executive education. The outcome of this discussion was the formation of an informal organization devoted exclusively to discussion of top-management problems. This group called themselves " The Administrative Problems Study Group" and were assisted by Carlson, who served as Director of research. After studying formal organization, company policy with regard to keeping employees informed, and other topics, the group centered its research activity solely to the study of the managing director's own work. The members found there were many things they could learn from each other and each was forced to re-examine his

own problems on paper. Further, in order to provide better selection and training procedures for Swedish industry, it was felt that it was first necessary to know exactly the nature of the work for which the executive was to be selected and trained.

Before starting Carlson decided it was necessary to define the task of managing director in behaviorial terms. "Before we go out in the field in order to make our observations we must know what to look for and how to describe and measure things we observe." (p. 19) Further Carlson maintained that it was necessary to have "certain working hypotheses and certain standard concepts which will make it possible to describe the thing we observe and test our hypotheses against our findings." (p. 19)

Carlson wisely observed that "without such a conceptual framework there would be no way of selecting among the infinite number of factual observations which can be made about any concrete phenomena." (p. 19) In reporting the data, Carlson insisted that the all the operations by which data are collected and arrived at be clearly stated.

For every executive action, Carlson tried to collect data on (1) place of work; (2) contact with persons and institutions; (3) technique of communications; (4) nature of questions handled; and (5) kind of action. The observation period for all but one executive was four weeks. Time combined with frequency was his main unit of measurement. (p. 33). The actual time used in every contact and for each piece of work was recorded. The observational data recorded on forms was also supplemented by extensive interviews, which included not only the executives being observed but also others in the organization who had first-hand knowledge of the executive and his work habits.

The only norm that could be found to be used was the criterion of efficiency. "That is, we compared the observed performance with alternative ways of performing the same task, or we called attention to the non-existence of certain performances which were regarded as important by the chief executives themselves... The study of what I should like to call administrative pathology, that is, the study of deviations from admittedly more efficient procedures, and the causes producing such deviations, is a subject which deserves considerable attention. Of the findings of the present study there is probably nothing which has more direct bearing on the problems of executive training." (p. 114)

Carlson hoped that this study might lead to other research which would lead to a sociological theory for executive behavior. Such a theory, he

stated, would have to have the following characteristics:

(1) Be "structural-functional" in character, which would make it suitable for the analysis of dynamic problems. This concept implies that the function of the executive be seen in relation to the social structure in which he is acting. It includes both the organization and the society of which the organization is a constituent part;
(2) Be formulated within the action frame of reference, thus starting out from the individual playing the 'role' of executive. The theory must also include the main factors determining this action:

the actor's knowledge of the situation,
the goals toward which he is striving, and
the attitudes which he has toward both the goals and the situation as such.

(3) Be framed in terms of genuinely operational concepts, which is a necessary condition for its empirical verification. This would include the relation of behaviour patterns to social structures in which they take place. (p. 116).

Source: Carlson, Sune, Executive Behaviour: A Study of the Work Load and the Working Methods of Managing Directors. Stockholm, Strombergs, 1951. pp. 31-60, 109-119.

HOW TO CHOOSE A LEADERSHIP PATTERN
Robert Tannenbaum and Warren H. Schmidt

Professor Robert Tannenbaum, Graduate School of Business Administration, UCLA, and Warren H. Schmidt, Director of University Extension, UCLA, have provided in this article one of the most frequently quoted and concisely framed statements on the whole spectrum of leadership attitudes and different approaches appropriate to different situations that has been written.

The authors base their article on two theses: (1) the successful leader is keenly aware of the forces which are most relevant to his behavior at any given time and understands himself, the individuals and the group he is dealing with, as well as his organization, and the social environment in which he and his organization operate: (2) in addition to awareness, the successful leader is one who is able to behave appropriately in light of these perceptions in relation to the situation at hand.

The elements by which the authors develop their theses are briefly

summed up as follows. First they describe (via a now well known, and almost classic continuum chart) the range of behavior that is possible for a manager to take in varying situations. In relation to this continuum they next ask key questions of importance to every manager: (1) Can a boss ever relinquish his responsibility by delegating it to someone else? (2) Should the manager participate with his subordinates once he has delegated responsibility to them? (3) How important is it for the group to recognize what kind of leadership behavior the boss is using? (4) Can you tell how "democratic" a manager is by the number of decisions his subordinates make? (p. 98)

In helping the manager determine how to lead the authors describe factors to help them in their decisions in three areas: (1) forces in the manager himself; (2) forces in the subordinates; (3) forces in the situation.

The authors conclude in a situational frame of reference: "Thus, the successful manager of men can be primarily characterized neither as a strong leader nor as a permissive one. Rather, he is one who maintains a high batting average in accurately assessing the forces that determine what his most appropriate behavior at any given time should be and in actually being able to behave accordingly. Being both insightful and flexible, he is less likely to see the problems of leadership as a dilemma." (p. 101)

Source: Tannenbaum, Robert and Warren H. Schmidt, "How to Choose a Leadership Pattern," Harvard Business Review, 36:95-101, March-April, 1958.

THE CONTINGENCY MODEL: A THEORY OF LEADERSHIP EFFECTIVENESS
F. E. Fiedler

Professor F. E. Fiedler, in his contingency model, attempts to define the conditions and situations under which a particular type of leadership is more effective. In his words he is attempting to analyze "the critical, directive, autocratic, task-oriented versus the democratic, permissive, considerate, person-oriented type of leadership." (p. 279)

In developing his model he has used three dimensions of the total situation which determine the leader's role:

1. Leader-member relations refers to the degree to which the leader enjoys the confidence and trust of his employees and is regarded as personally attractive to them.

2. Task structure concerns the relative clarity or ambiguity of the task facing the work group or the degree to which the task is assigned from above.

3. Position power of the leader refers to the power inherent in the position held by the leader, taking into account the rewards and punishments which are at his disposal, as well as the organizational support on which he can depend.

Using different methods for measuring each of these dimensions he reaches certain conclusions regarding the nature of effective leadership. He concludes:

"Considerate, permissive, accepting leaders obtain optimal group performance under situations intermediate in favorableness. These are situations in which (a) the task is structured, but the leader is disliked and must, therefore, be diplomatic; (b) the liked leader has an ambiguous, unstructured task and must, therefore, draw upon the creativity and cooperation of his members. Here we obtain positive correlations between L.P.C. [least preferred co-worker] and group performance scores. Where the task is highly structured and the leader is well-liked, non-directive behavior or permissive attitudes (such as asking how the group ought to proceed with a missile count-down) is neither appropriate nor beneficial. Where the situation is quite unfavorable, e.g., where the disliked chairman of a volunteer group faces an ambiguous task, the leader might as well be autocratic and directive since a positive, non-directive leadership style under these conditions might result in complete inactivity on the part of the group. This model, thus, tends to shed some light on the apparent inconsistencies in our own data as well as in data obtained by other investigators." (p. 282-283)

Probably the greatest value of Fielder's model lies in the fact that it explains realistically the fact that organizations can utilize a broad spectrum of individuals in executive positions. The model can serve in the areas of placement and training by helping executives to recognize their own styles and to accept assignments in work areas where their practicular style will be the most effective. The situation becomes the determinant as to whether executives should have highly structured or relatively unstructured assignments.

From the following quote it is apparent how the situation changes the type of leadership apt to be most effective:

"The model -- and our data -- show that the situation becomes easier for the leader as the group moves from the novel to the already known group-task situations. The leaders who excel under relatively novel and therefore more difficult conditions are not necessarily those who excel under those which are routine, or better known and therefore more favorable. Likewise, we find that different types of task structure require different types of leader behavior. Thus, in a research project's early phases the project director tends to be democratic and permissive; everyone is urged to contribute to the plan and to criticize all aspects of the design. This situation changes radically in the more structured phase when the research design is frozen and the experiment is underway. Here the research director tends to become managing, controlling, and highly autocratic and woe betide the assistant who attempts to be creative. ...A similar situation is often found in business organizations where the routine operation tends to be well structured and calls for a managing, directive leadership. The situation becomes suddenly unstructured when a crisis occurs. Under these conditions the number of discussions, meetings, and conferences increases sharply so as to give everyone an opportunity to express his views." (p. 288)

Although requiring more development, those evaluating his model refer to it in such terms as "extremely useful theoretical framework which should prove to be an excellent starting point for further research," and "a provocative and extremely important contribution." (Joe Kelly, Organizational Behaviour (Homewood, Ill.: R. D. Irwin, 1969), p. 128).

Source: Fiedler, F. E. "The Contingency Model: A Theory of Leadership Effectiveness," in C. W. Backman and P. F. Secord, eds. Problems in Social Psychology. (New York: McGraw-Hill, 1966), pp. 278-89.

COMMUNICATION AND CONTROL
Fremont A. Shull and Andre L. Delbecq

Professors Fremont A. Shull, Jr. and Andre L. Delbecq of the Indiana University in a brief section to their book Selected Readings in Management emphasize that at present there is no complete and functional theory of communication. "An examination of relevant theories indicates a number of alternative conceptualizations of communication . . .

each of which is relevant from the standpoint of a particular focus or level of abstraction, but none sufficiently eclectic and exhaustive to constitute an over-all theory." (p. 153)

One approach is that of information theory and the most efficient means of transmitting information.

Another approach, still within the boundaries of communication theory, is a "set of social-physicological constructs which are founded on the human properties of the sender and the receiver..." (p. 153)

A third approach recognizes that communication is not only a function of the sender, message, receiver and information system, but is also conditioned by the nature of the organizational setting (environment) in which the communication takes place.

Source: Shull, Fremont A., Jr. and Andre L. Delbecq, "Communication and Control," in Fremont A. Shull and Andre L. Delbecq, eds. Selected Readings in Management: Extensions and Modifications. (Homewood, Ill.: Irwin, 1962), pp. 153-198.

TALKING AT OR TALKING WITH
John A. Howland

The essential hypothesis of this article by John A. Howland, the Public Relations Director for A.T. & T., is that employee information is everyone's job. When this is not the case the consequences are apt to be serious. The author emphasizes that communications cannot be delegated to an individual with a fancy title and then forgotten about. Communication is viewed as the individual responsibility more than that of any other person in the organization; it is a continuation of the employee's orientation throughout his period of employment. It is the job of the individual supervisor to foster a climate in which employees feel well informed at all times. To achieve such a climate it is necessary for the supervisor to know what is going on in the organization, to know what people think. The author cites the series of articles by William H. Whyte in Fortune Magazine in 1950 entitled "Is Anybody Listening?" as being as applicable today as the day they were written, and quotes his total agreement with the statement by Whyte: "Only with trust can there be any real communication, and until that trust is achieved, the techniques and gadgetry of communication are so much

wasted effort."[1]

Source: Howland, John A. "Talking at or Talking with," Bell Telephone Magazine, 50:5-9, March/April, 1971.

GUIDELINES TO THE DEVELOPMENT OF HUMAN RESOURCES IN LIBRARIES: RATIONALE, POLICIES, PROGRAMS AND RECOMMENDATIONS

Guidelines Subcommittee of the Staff Development Committee, Personnel Administration Section, Library Administration Division, ALA

This paper by an ALA Committee presents some conditions that research in the behavioral sciences seems to indicate are necessary in an organization in order for the optimum effectiveness of the growth of the human resources that make up the organization. Essentials in planning for personnel development are outlined, including emphasis on the fact that the design of the program must be based on the nature of the adult as a learner, and the necessity of involving participants in the planning of the library's development program.

The paper concludes with some recommendations to other relevant groups within the library profession which also have responsibility in the area of continuing education for librarians.

Source: American Library Association, Guidelines Subcommittee of the Staff Development Committee, Personnel Administration Section, Library Administration Division, Guidelines to the Development of Human Resources in Libraries: Rationale, Policies, Programs and Recommendations," Library Trends, 20:97-117, July, 1971.

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[1] William H. Whyte, Jr. "Is Anybody Listening?" Fortune, 42: 77-83, September 1950. Later Whyte published this essay and others on business communications by himself and Fortune editors in a book entitled, Is Anybody Listening? (New York: Simon & Schuster, 1952). All of the articles originally appeared in Fortune. Considered basic reading as articles still widely discussed, quoted, and disputed.

AID SUMMARIES: READINGS

Section 4:

Motivation in the Work Place

LET'S PUT MOTIVATION WHERE IT BELONGS -- WITHIN THE INDIVIDUAL
Leonard Ackerman

The authors emphasize that when managers are told that they must motivate their employees, the impossible is being asked; for supervisors cannot directly motivate employees. Motivation comes from within the employee. The desire to want to do a better job is the decision of the employee. However, the supervisor can use strategies to create a physical and psychological climate in which the employee has greater freedom to make decisions in terms of his own motivations and needs within the context of the needs and requirements of the library organization.

Source: Ackerman, Leonard. "Let's Put Motivation Where It Belongs--Within the Individual," Personnel Journal, 49:559-562, July, 1970.

CONDITIONS FOR MANAGER MOTIVATION
M. Scott Myers

Based on a survey of 1,344 managers at the Texas Instruments Company, Myers concludes that the motivation of managers is dependent on three factors, each of which is discussed in detail: (1) interpersonal competence; (2) the opportunity to work toward meaningful goals; (3) the existence of appropriate management systems. In discussing interpersonal competence, emphasis is placed on the developmental style of supervision which tends to motivate others and leads to "positively expressed creativity" in the manager himself and in those with whom he works; meaningful goals related to organizational goals, which at the same time offer opportunity for the individual to attain his own personal goals; management systems refers to and describes several vehicles for

increasing the achievement of motivated people, specifically he describes the planning process, performance review, work simplification, inventory control, and attitude surveys. From his survey Myers concludes: "Style of supervision...is largely an expression of the personality characteristics and mental health of the manager, and his potential for inducing developmental or reductive cyclical reactions." (p. 71)

Source: Myers, M. Scott, "Conditions for Manager Motivation," Harvard Business Review, 42:58-71, January-February, 1966.

AN UNEASY LOOK AT PERFORMANCE APPRAISAL
Douglas McGregor

One of the first theorists to attack the personnal performance appraisal practices as traditionally used was McGregor. He was particularly critical of the fact that the superior was placed in a position of both judge and counselor (combining both salary and promotional judgments with development activity) and that the two roles were impossible to fill at the same time. As a substitute for the traditional check list approach, McGregor suggested an appraisal by objectives approach which in his book on the Human Side of Enterprise he labelled "Let's Talk It Over Sessions" and rated them as probably the single most important key to development of the employee's potential.

Source: McGregor, Douglas, "An Uneasy Look at Performance Appraisal, Harvard Business Review, 35:89-94, May-June, 1957.

PERSONNEL EVALUATION AS AN IMPETUS TO GROWTH
Ernest R. DeProspo

Ernest R. DeProspo, associate professor, Graduate School of Library Science and Co-Director, Bureau of Library and Information Science Research, Rutgers University, sums up the suggestions found in library literature and in actual practice in the field of employee evaluation in libraries and finds that the philosophy, methods and techniques add up to a system which is using a traitest approach to evaluation and which is dehumanizing in its approach. He feels present practice falls far short of the objective of appraisal, namely to serve as a motivator for future performance. As a correction to present practice deProspo presents

the case and offers practical suggestions for libraries adapting some form of appraisal by objectives which he states would, in addition to its humanizing effect on library employees, provide great impetus to staff development and growth.

Source: DeProspo, Ernest R. "Personnel Evaluation as a Impetus to Growth," Library Trends, 20:69-70, July, 1971.

A FRESH LOOK AT MANAGEMENT BY OBJECTIVES
Robert A. Howell

Convinced that the companies employing management by objectives are not even beginning to utilize its full potential, Robert A. Howell, Professor of Business Administration, Harvard University, attempts to show in this article that: (1) management by objectives should be thought of as a top management planning and control approach, rather than just as an aid to the personnel function; (2) when approached from a broader viewpoint, the effects on the overall organization may be very great and would include a better integration of the objectives of the total organization and the individuals in the organization as to where the organization is going and how it it is going to get there which would lead to reduction of unnecessary work, elimination of overlapping responsibilities, reduction in duplicated effort and interdepartmental misunderstanding and conflict. These would in turn result in improved performance and better morale.

Howell specifies the process by which he thinks management by objectives could take on new meaning. The over-all goals of the organization would be set by management and disseminated throughout the organization. Next each individual would formulate his objectives which are submitted to his subunit, and then these would be communicated upward through the hierarchical structure. According to the author, this vertical movement would insure that all members of the organization feel that they were participating in the operation. Even at the top management level, lateral trade-offs would be brought about by peer groups reviewing the objectives of their fellow employees. It would fall to top management to integrate all of these objectives and direct the carrying out of the objectives. According to the author the whole cycle would take about four months, but the process would result in improved communications and better understanding of the organization's purposes.

Source: Howell, Robert A. "A Fresh Look at Management by Objectives," Business Horizons, 10:51-58, Fall, 1967.

THE CONCEPT OF ORGANIZATIONAL CLIMATE
Renato Tagiuri

In a period of special concern with our environment, it is natural that recent studies have turned to a consideration of the environment within the organization. Renato Tagiuri, Professor of Social Science in Business Administration at Harvard University and a pioneer in the field of person perception and interpersonal behavior, traces the history and development of the concept of organizational climate. He offers as his definition for the term organizational climate: "a relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behavior, and (c) can be described in terms of the values of a particular set of characteristics (or attributes) of the organization." (p. 27) Five dimensions that are suggested for determining the quality of organizational climate are: (1) responsibility -- the degree of delegation experienced by employees; (2) standards -- expectations about the quality of one's work; (3) reward -- recognition and reward for good work vs. disapproval for poor performance; (4) organizational clarity -- orderliness (vs. disorderliness); (5) friendly, team spirit -- good fellowship, trust.

Source: Tagiuri, Renato, "The Concept of Organizational Climate" in Renato Tagiuri and George H. Litwin, eds. Organizational Climate: Explorations of a Concept. (Boston: Division of Research, Graduate School of Business Administration, Harvard University, 1968).

THE HUMAN SIDE OF LIBRARIES
Cecily J. Surace

Originally given as a short course on "Fundamentals of Company Library Management," this paper puts special emphasis on performance standards and employee evaluation. Advances in personnel management from the scientific management theory to the "human side of enterprise" approach should be, according to the author, reflected in the way library managers review performance and operate their libraries.

It is pointed out that work measurement and job description methods for establishing standards and evaluating employees are being discarded in

favor of management by objectives. The advantages to the library of the management by objectives approach, including appraisal by results, are discussed.

Source: Surace, Cecily J. The Human Side of Libraries. Santa Monica: Rand Corporation, 1968. (ED 025 297)

PARTICIPATIVE MANAGEMENT IN LIBRARIES
Maurice P. Marchant

The elements of participative management as interpreted by the author in his research include: high degree of confidence and trust between superiors and subordinates; free moving communications; decisions made by those who are intimate with the problem and involved in the consequences of their decisions; group goal setting; review and evaluation at all levels primarily for problem-solving rather than punitive purposes. Marchant tested the extent to which participative management is applied in 22 academic libraries, all members of the Association of Research Libraries. Twenty-one measured between authorative and consultative, with only one measuring participative.

In regard to the professional members of the libraries studied, Marchant found that the staff's job satisfaction seemed to be highly affected by managerial style and the opportunity to participate in the decision-making process. "Moreover, the group interaction associated with participative management helps the staff unify its value system regarding both the relative importance of various aspects of the library and the quality of those aspects in a given library." (p.35) Although Marchant does not see participative management's main contribution in the area of staff development, he does see it as an opportunity for staff to apply learning acquired elsewhere. The relationship between participative management and staff development is dealt with in more detail in the author's article in the issue of Library Trends for July, 1971, entitled "Participative Management as Related to Personnel Development."

Source: Marchant, Maurice P. "Participative Management in Libraries," in Elizabeth W. Stone, ed. New Directions in Staff Development: Moving from Ideas to Action. (Chicago: American Library Association, 1971), pp. 28-38.

SOME PERSONALITY DETERMINANTS OF THE EFFECTS OF PARTICIPATION

Victor H. Vroom

Victor H. Vroom, professor of social psychology at the Carnegie Institute of Technology, studied 108 first-, second-, and third-line supervisors of a large parcel delivery company in order to determine whether personality characteristics of the participants influence the effectiveness of participative decision making. Vroom analyzed the effects of the "need for independence" and "authoritarianism" on the participants' attitudes toward their job and their job performance. Specifically he tested the following hypotheses:

(1) That participation has "more positive effect on the attitudes and performance of persons with strong than weak independence needs." (p. 323)

(2) Participation has "less positive effect on authoritarians than equalitarians." (p. 323)

The results of his research showed that:

> Authoritarians and persons with weak independence needs are apparently unaffected by the opportunity to participate in making decisions. On the other hand, equalitarians and those who have strong independence needs develop more positive attitudes toward their job and greater motivation for effective performance through participation. (p. 327)

Thus Vroom in this study offers some evidence that personality characteristics do indeed influence the effects of participative decision making. This finding is important because it points out the necessity to consider the interaction between personality characteristics of subordinates and leadership patterns before an adequate theory of effective leadership can be developed.

Source: Vroom, Victor H. "Some Personality Determinants of the Effects of Participation," The Journal of Abnormal and Social Psychology," 59:322-327, November, 1959.

MOTIVATING PEOPLE WITH MEANINGFUL WORK
William J. Roche and Neil L. MacKinnon

The authors do not claim to present any new theories, but using a broad foundation of motivational theory and research by such men as Maslow, Herzberg, McGregor and Myers, they show how the meaningful-work approach to motivation has been used at Texas Instruments, Inc. Their thesis is that "the motivated worker characteristically can assume a part of the managerial functions associated with his job; he can share in the planning, organizing and controlling of the work he does." (p. 98) The reason this article is particularly valuable is that it tells step by step just how this process was actually used at Texas Instruments -- and in enough detail to be of help to any administrator wishing to implement group decision making.

The formula described, which has proved itself repeatedly in practice, has certain prerequisites: the line managers must adopt a new style of managing, one that is quite foreign to the traditional style; the workers must be convinced that management is committed to making the program work; and top management must give the program whole-hearted support and encouragement. The purpose of this particular company program is to induce its workers to participate in a continuing cycle of management activity that makes their work increasingly meaningful in their own eyes. Once an employee has caught the concept, he is ready to work with his supervisor to set realistic, but ambitious, production goals. In the authors' experience these goals have usually been achieved.

Source: Roche, William J. and Neil L. MacKinnon. "Motivating People With Meaningful Work," Harvard Business Review, 48:97-110, May-June, 1970.

ONE MORE TIME: HOW DO YOU MOTIVATE EMPLOYEES?
Frederick Herzberg

Frederick Herzberg, an American psychologist on the faculty at Case-Western Reserve University, has produced a theory of motivation that has received a wide amount of attention. In his first book on the subject, Work and the Nature of Man, Herzberg stated two basic and fundamental propositions of his now famous Motivation-Hygiene theory: (1) the factors producing job satisfaction are separate and distinct from those that lead

to job dissatisfaction; and (2) the dissatisfiers (Hygiene factors) such as organization policy, administration, supervision, interpersonal relations, working conditions, salary, contribute very little to job satisfaction. As described in this article, "the stimuli for the growth needs are tasks that induce growth...they are the job content." (p. 57) He suggests that work be enriched to bring about effective utilization of personnel. He sums up the argument for job enrichment quite simply: "If you have someone on the job, use him. If you can't use him, get rid of him, either via automation, or by selecting someone with lesser ability. If you can't use him and you can't get rid of him, you will have a motivation problem." (p. 62)

Source: Herzberg, Frederick, "One More Time: How Do You Motivate Employees?" Harvard Business Review, 46:53-62, January-February, 1968.

EVERY EMPLOYEE A MANAGER: MORE MEANINGFUL WORK THROUGH JOB ENRICHMENT
M. Scott Myers

Based on modern behavior theories (Maslow, Herzberg, Likert, Bennis, McGregor, McClelland and others) the author outlines the conditions that are necessary to make people at work responsible and creative. Emphasis is placed on the opportunities job enrichment offers for bridging the gap between management and subordinates.

Source: Myers, M. Scott, "Every Employee a Manager," California Management Review, 10:9-20, Spring, 1968.

Also see book by the same title: Every Employee a Manager. (New York: McGraw-Hill, 1970).

SELECTION BY OBJECTIVES: A FUNCTION OF THE MANAGEMENT BY OBJECTIVES PHILOSOPHY

Edwin L. Miller

Edwin L. Miller, Assistant Professor of Industrial Relations in the Graduate School of Business Administration, University of Michigan, presents a strong case for selection by objectives in which goals of a particular job are spelled out in detail and measured against the candidate's achievements in previous jobs. Such a procedure, he believes, can afford a more accurate method of defining potential performance in an organization than filling jobs on the basis of personal characteristics of the applicant or on the basis of job characteristics as provided by the typical job description. Basic to such practice is the necessity of establishing the specific objectives for the position in question as it actually exists in time; objectives stated for the job being filled must be current and relevant rather than outdated and irrelevant. Given the specific job objectives for a particular position, the evaluator must seek evidence of past results from the applicant in terms of kind and amount. In applying these concepts one organization now insists that the performance of the candidate for a position be appraised or evaluated in the following terms:

> What results did the candidate actually achieve during his tenure in his present position ?
> Give a year by year summary. How many of these results were directly attributable to the candidate; how many were jointly achieved with others ?

Replies to these questions are then matched with an intensive examination of the objectives of the vacant position. Drastic improvement in personnel staffing is reported.

To help the selector a model three-column chart is provided with the headings: (1) major areas of responsibility for a given job; (2)specific job objectives; and (3) indicative past achievements of candidate.

Although the author does not claim that selection by objectives is a panacea, he does believe that it will help those who are responsible for selecting personnel to improve upon the quality and accuracy of their decisions.

Source: Miller, Edwin L. "Selection by Objectives: A Function of the Management by Objectives Philosophy," Public Personnel Review, 29:92-96, April, 1968.

THAT URGE TO ACHIEVE
David C. McClelland

David C. McClelland, Chairman of the Department of Social Relations at Harvard, has produced one of the popular modern theories on motivation which he calls the "Need for Achievement" theory. This theory states that a person's desire to do things better is due to a very specific motive, namely the need for achievement or n-Ach motive, and further that the n-Ach motive is an acquired motive.

McClelland has found from his research that those possessing the achievement motive have the following characteristics:

1. They "set moderately difficult, but potentially achievable goals for themselves." (p. 19)
2. They "prefer to work at a problem rather than leave the outcome to chance or to others." That is, "they are concerned with personal achievement rather than with the rewards for success per se." (p. 20)
3. They have "a strong preference for work situations in which they get concrete feedback on how well they are doing." (p. 20)

In his research McClelland measures the strength of the n-Ach motive by "taking samples of a man's spontaneous thought (such as making up a story about a picture they have been shown) and counting the frequency with which he mentions doing things better." (p. 20)

One of the significant findings that McClelland has discovered is that the n-Ach motive can be acquired through training by teaching a person to think and behave in n-Ach terms. Such training has been given to American, Mexican, and Indian business executives as well as to underachieving high school boys. "In every instance save one (the Mexican case), it was possible to demonstrate statistically, some two years later, that the men who took the course had done better (made more money, got promoted faster, expanded their businesses faster) than comparable men who did not take the course or who took some other management course." (p. 22)

From the evidence he has found in his research, McClelland is very optimistic about this approach to motivation and feels that it could be very useful in helping underdeveloped groups and countries to help themselves.

Source: McClelland, David C. "That Urge to Achieve," Think, 32:19-23, November-December, 1966.

TO KNOW WHY MEN DO WHAT THEY DO:
A CONVERSATION WITH DAVID C. MCCLELLAND
T. George Harris

T. George Harris interviews David C. McClelland about the origin, present and future plans of his research centering around the need for achievement motive, called by McClelland the n-Ach motive (and pronounced "in-atch", as in match).

As presented in the interview, McClelland's focus on the n-Ach motive originated because he felt psychology must deal with "substantive moral issues, with content" with what is perceived and learned, as opposed to academic psychology's concentration on the processes of perceiving, thinking, adjusting, learning. "I try not to use words like 'drive' because the motives that control man's destiny are learned, not innate. But they are found in the roots of consciousness -- in the almost-conscious -- more than in consciousness itself. To know why men do what they do we have to search for the reasons behind the reasons they assign." (p. 36)

Harris points out that as early as 1948 McClelland was "a rebel on two fronts: against experimental psychology's yen to reduce human behavior to the nontalk level of the rat, as well as against clinical psychology's hard line against scientific measurement. McClelland's first major book, Personality, still used as a graduate text, supplied experimental tests for Freud's assumptions about human motives." (p. 38)

McClelland identifies those with a high n-Ach score as those who are challenged to win by personal effort, not by luck; those who take personal responsibility to solve problems; who want to achieve moderate goals at calculated risks, in situations that provide real feedback; those who feel rewarded by the challenge of the job itself.

McClelland reports on what his research reveals about the type of family that produces the achievement motive, about the effect of children's literature on the n-Ach motive, about his successful experiments in achievement-motivation training in various parts of the world in totally different types of cultures. McClelland takes satisfaction in having developed an instrument that teachers can use for testing something other than academic achievement of students. He points out that every school says it is interested in the applicant's character, motivation, etc., but the students all know that to get into any good college all depends on their SAT test, which "is not related to anything of importance in life outside the classroom." (p. 75)

McClelland concludes the interview: "We have shown that whatever a generation wants, it gets. Such a statement is saved from banality by the new fact that the psychologist now has the tools for finding out what a generation wants, better than it knows itself, and before it has had a chance of showing by its actions what it is out to get. With such knowledge man has a fair chance to shape his own behavior and, for the first time, to decide his own destiny." (p. 75)

Source: Harris, T. George. "To Know Why Men Do What They Do: A Conversation with David C. McClelland," Psychology Today, 4:35-39, 70-75, January, 1971.

A MODERN CONCEPT OF MOTIVATION
Lloyd Homme

This is a thought-provoking article about motivation based on the theories of B. F. Skinner, in which the author discusses the importance of self-management in a free society and suggests a number of motivational techniques for teaching self-management, some of which are directed especially to administrators.

Using extremely interesting examples (chiefly of accomplishments of pigeons) of what is possible through the application of reinforcement principles, the author maintains that motivation is no longer the "deep, dark mysterious problem" that it is traditionally thought to be, but presents his belief that motivation can be attacked directly by strengthening the behaviors "said to be symptomatic of a motivated human." (p. 36)

Source: Homme, Lloyd, "A Modern Concept of Motivation," in Lanore A. Netzer and others, Education, Administration and Change: The Redeployment of Resources. (New York: Harper and Row, 1970), pp. 35-54.

MANAGEMENT AND MORALE
Frederick J. Roethlisberger

In this classic Dr. F. J. Roethlisberger, Professor of Harvard University's School of Business Administration, and one of the researchers of the Hawthorne Study, states that the organization should be thought of as a social system in which the individuals who make up the organization, along with their social conditioning, the formal organization, and the informal organization should be kept in a state of equilibrium. "We can conceive of these parts as so interrelated and interdependent that any change in one part of the social system will be accompanied by changes in other parts of the system." (p. 186) The fact that there is a difference in the rates of change possible in the different parts of the system tends to create a condition of unbalance, according to Roethlisberger. It is to this unbalance that the skillful administrator should address his attention, in an effort to keep the organization in a condition of equilibrium. Insofar as the administrator is able to maintain such an equilibrium there will tend to be feelings of "morale" in the organization.

One way to keep the balance is by data collection through the use of interviewing and observation in order to learn what is important to the people and what is interfering with their work, what is the effect of technical changes, the extent and nature of their participation, etc. Obtaining data in this way is not a one-time effort, but should be a continual method of feedback to the administrator on the internal condition of the organization. These skills of data collection can be developed through training and they should be used at different levels in the organization.

Roethlisberger's thesis is that morale is to a cooperative system (an organization) as physical health is to the physical organism. Neither lack of morale nor lack of health can usually be attributed to one simple cause. Any understanding of morale requires that the human beings in an organization be thought of in their associations within the organizational system.

He sees two types of problems related to morale: (1) the basic problem the administrator has in maintaining internal equilibrium and balance in spite of changes that may be taking place within any subsystem; and (2) the daily problems of diagnosing possible sources of trouble, "of helping people to orient themselves to their work groups, of spotting blockages in the channels of communication." (p. 192) According to Roethlisberger these are the two "human controls" that need to be exercised by the administrator.

Thus he concludes that morale "is a dynamic relation of equilibrium between individuals and the organization they serve." (p. 193) To call the word "morale" into being when cooperation has ceased to exist in fact is too late. To exercise control and authority, the administrator must continually address himself to an adequate diagnosis and understanding of the human situations within the organization. The job of data seeking and analysis and systems needs to be done daily. To believe that human problems in any organization can be solved permanently is unrealistic.

His concluding paragraph expresses the hope that the word "morale" will be dropped from the vocabulary of administrators of the modern organization. "It will become just as old-fashioned to ask, 'What is the state of morale of your department?' as for a physician to go into a modern hospital and ask, 'What is the state of health of our patients?' In its place will be asked, 'What are the particular human situations in your department, and how are you handling them?' This will be the exercise of 'control' by understanding and not by ritualistic, verbal practices which address themselves to human nature in general, but not to particular human beings in particular places with particular feelings and sentiments for which they need concrete social expression." (p. 194)

Source: F. J. Roethlisberger, "Management and Morale" in his Management and Morale (Cambridge, Mass.: Harvard University Press, 1949), pp. 175-194.

WHAT IS OD?
NTL Institute

This brief two-page statement from the NTL Institute for Applied Behavioral Science describes the main objectives and general methods of OD--standing for Organizational Development, itself a short title for a way of

looking at the whole human side of organization life. Using the knowledge and techniques from the behavioral sciences, OD attempts to integrate individual needs for growth and achievement with organizational goals and objectives in order to make a more effective organization.

OD begins with a process of diagnosing the roadblocks which prevent the release of human potential within the organization. Samples of the type of objectives an OD program might have are:

1. To create an open, problem-solving climate throughout an organization.
2. To locate decision-making and problem-solving responsibilities as close to the information sources as possible.
3. To build trust among the individuals and groups throughout the organization.

Source: NTL Institute. "What is OD?" NTL Institute, 2:1-2, June, 1968.

WHAT'S SO ODD ABOUT OD?
William J. Crockett

At the opening of this article William J. Crockett states that there is no dollar orientation for the OD program in their firm, that rather it is designed to help each employee answer the question "How can we develop more meaningful relationships between ourselves and others--not only in our jobs, but in all areas of life?" (p. 49)

Chief content of the article specifies ten ways in which OD has helped him and others learn in his company. The author concludes: "OD is nothing mysterious but through it we just try to do what Shakespeare says we do all the time, play roles in life. We all play many roles and through OD we try to help people play them more effectively." (p. 50)

Source: Crockett, William J. "What's So Odd About OD?" Administrative Management Society Report, 49-50, November, 1970.

AGENTS OF CHANGE
Douglas Brynildsen and T. A. Wickes

Dr. Douglas Brynildsen and T. A. Wickes, two officers in the TRW, Inc. write of the shifts in value that have come about because of societal and organizational change, including the fact that employee commitment will be more in terms of task, job, or profession rather than loyalty to company and the high premium being placed on autonomy -- the desire to control their work and environment, not to be controlled by it. Such shifts, they assert, have many implications for management, such as: the need for managers to become more knowledgeable about community affairs; the need to be continually receptive to new ideas and willing to experiment with them; the necessity to understand that the nature of power is changing toward participative management. His activity list for managing change includes: employing professional assistance; consistency in compensation; goal setting by objectives; developing data on their organization -- on its problems; training for change; utilizing the potential of manpower available; using interdisciplinary task teams; improving teamwork; facilitating job movement; holding intergroup meetings; using a third party critic; enrichment of jobs; and finally self-development.

Source: Brynildsen, Douglas and T. A. Wickes, "Agents of Change," Automation, 17:36-40, October, 1970.

OD -- FAD OR FUNDAMENTAL?
Robert R. Blake and Jane Srygley Mouton

Meeting a need expressed at a national conference of ASTD in 1969, Robert R. Blake and Jane Srygley Mouton have written this summary article explaining the aims of OD, defining OD, pointing out pros and cons to the use of OD. They conclude with their firm belief that OD is "not a fad but fundamental" which will increasingly be used around the world to raise the level of performance in organizations.

Stating that assumptions are at the core of human action because action without assumptions is random, the authors present eight sets of interrelated assumptions drawn from observations and results of the few OD field experiments.

The first and last of these assumptions are quoted:

> The more the organization recognizes and provides for eliminating barriers to effectiveness that stem from the corporate culture, the greater the chance of OD success. (Assumption 1)
>
> The greater the use of concepts and skills for bringing about involvement and participation with understanding and agreement as the basis for communication, coordination, and control, the greater the chance of OD success. (Assumption 8)

Based on their eight assumptions, the authors define OD as "a systematic way of inducing change.

--based on a structural model for thinking (the ideal versus the actual);
--progressing in a programmatic sequence of steps from individual learning to organization application;
--focused upon those silent and often negative attributes of culture which dictate actions that so frequently contradict business logic;
--with emphasis on confronting and resolving conflict as a prerequisite to valid problem solving;
--and employing a variety of techniques for organizational study and self-learning to bring about needed change." (p. 16)

Source: Blake, Robert R. and Jane Srygley Mouton, "OD -- Fad or Fundamental?" Training and Development Journal, 24:9-17, January, 1970.

MANAGEMENT AND ORGANIZATION DEVELOPMENT:
WHAT IS THE TARGET OF CHANGE?
W. Warner Burke and Warren H. Schmidt

Dr. W. Warner Burke, Director, Center for Organization Studies, NTL Institute for Applied Behavioral Science, and Dr. Warren H. Schmidt, Assistant Dean for Career Programs at the Graduate School of Business Administration, UCLA, present in this article a helpful comparison of "management development" to "organization development" in order to assist managers and organization development specialists to plan strategies in their own organizations that will be most productive in their individual situations.

Their article is summed up in a concise chart which compares management development and OD in seven dimensions: goals, reasons for initiating management development or OD, difficulties involved, strategies for producing change, time frame, staff requirements, common problems.

The authors emphasize that in the planning and implementing of changes it is the manager's responsibility to make the final decisions, but they feel that an OD specialist can be helpful during the implementation phase. In addition to listing five areas of competence that should be represented on an OD staff, the authors state that the OD specialist "assists in identifying and diagnosing the causes of resistance and in planning ways of working through the resistance whether it be to try to overcome the resistance or to accept it and not push for change if it makes sense not to do so." (p. 52)

In summary, the authors reach the conclusion that an effective organization needs both management development and OD. "Management development and OD are not only highly compatible, but, more importantly, they are complimentary. Management development is an arm of OD; it is in practice a slice of the OD pie. But each slice of the pie is different. While one slice is management development, another is team building, and another is survey feedback. Management development is the educative slice." (p. 55)

Source: Burke, W. Warner and Warren H. Schmidt, "Management and Organization Development: What is the Target of Change?" Personnel Administration, 34:44-56, March-April, 1971.

MAKE WAY FOR THE NEW ORGANIZATION MAN
Mack Hanan

In this article, Mack Hanan, Managing Director of Hanan & Son, New York management consultants who specialize in long-range planning for organizational growth, outlines three ways organizations can respond to the need patterns of the "new organization" man.

The author describes this new organization man who has a different hierarchy of values than that held by former organization men. "He belongs

chiefly to himself as an individual and secondarily to his professional discipline. Corporate belonging often runs third, indeed, many times -- and perhaps increasingly -- it is a distant fourth, after his sense of social belonging." (p. 128)

The author perceives the new organization man's needs structure to place a far greater emphasis on self-fulfillment from his work than did the past generation's organization man. "Another major difference concerns the ways in which the new man wants to maximize his rewards from participation. He wants to share in the personal benefits of leadership." (p. 129) Many of these men have found that consistent dialogue can accelerate institutional change and they want to set up a sort of running dialogue with their companies (a) to find out how the organizations are being operated and (b) to gain opportunities to "sit in the seats of power themselves and put their own views into practice on issues of corporate policy." (p. 129) Because they have been in the forefront of change, "their time frame for waiting it out in the corporate environment has been considerably reduced. So, accordingly, has their satisfaction with receiving token offerings." (p. 129)

The author's suggestions for a minimal system of accommodating the organization to the needs of the new organization man center in three categories: (1) personal involvement -- new ways of getting these men involved; (2) collaborative leadership -- emphasizing the joint exercise of authority and innovative approaches to goal setting achievement; (3) self fulfillment options -- "centering on the invigoration of individual rights within the corporate framework and on the setting up of fast-track recognition for excellence." (p. 131)

Source: Hanan, Mack, "Make Way for the New Organization Man," Harvard Business Review, 49:128-138, July-August, 1971.

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